Empire State Information Fluency Continuum

PK-12 Priority Skills

The information and inquiry skills required for in-depth learning

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SCHOOL LIBRARY SYSTEMS ASSOCIATION OF NEW YORK STATE
INNOVATION, COLLABORATION, EDUCATION & ADVOCACY

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Empire State Information Fluency Continuum Barbara K. Stripling

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May 1, 2019

A K-12 continuum of the information literacy and inquiry skills that are essential for all students to learn was originally developed in 2009 by school librarians in New York City under the auspices of the Office of Library Services and Director Barbara Stripling. In 2012, the NYC Information Fluency Continuum was endorsed by the School Library System of New York State (SLSA) and renamed the Empire State Information Fluency Continuum (ESIFC). Individual school library systems throughout the state then endorsed the ESIFC through their Councils; library systems have continued to provide professional development and support for librarians to teach these information skills in collaboration with classroom teachers.

In 2019, SLSA approved re-imagining the ESIFC to adapt to the changing information, education, and technology environments, as well as the increasing diversity in our student populations. The Section of School Librarians of the New York Library Association (SSL) joined with SLSA in asking Dr. Barbara Stripling to undertake this work. This document is a result of this effort by Dr. Stripling and the feedback and perspectives of school library system directors and building-level librarians from across the state.

The re-imagined ESIFC includes increased or new attention to pre-kindergarten, multiple literacies, digital citizenship and civic responsibility, multiple perspectives, personalization of learning, design thinking, student voice and agency, and social and emotional growth. Different sections provide a PK-12 continuum of skills, identification of priority skills for every grade level, and graphic organizer assessments for the priority skills.

The heart of the ESIFC is our students. It is our mission as school librarians and educators to prepare each one of our students to develop the skills and agency to be both critical consumers and creators of information as they navigate and succeed in their academic and personal lives.

We invite all educators to collaborate with their school librarians and use the ESIFC to guide the teaching of information skills as an integral aspect of learning in every classroom and at all grade levels. Together, we can ensure student success.

Sincerely,

Barbara Stripling

Dr. Barbara Stripling
Professor Emerita, Syracuse University
President of the American Library Association, 2013-2014
President of the New York Library Association, 2016-2017

EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Developed by Dr. Barbara Stripling and New York State School Librarians

INTRODUCTION

Inquiry is a fundamental building block of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers, construct new understandings, and communicate to share those understandings with others.

Students need to use the skills of inquiry to learn. Developing these skills must follow a coherent spiral of instruction and practice throughout the years of schooling, Pre-Kindergarten through grade 12, to enable all our children to become independent life-long learners.

The Empire State Information Fluency Continuum (ESIFC) was originally developed by the New York City School Library System and published in 2009 to provide a substantive guide for educators and librarians seeking to develop those essential information and inquiry skills for students in kindergarten through grade 12.

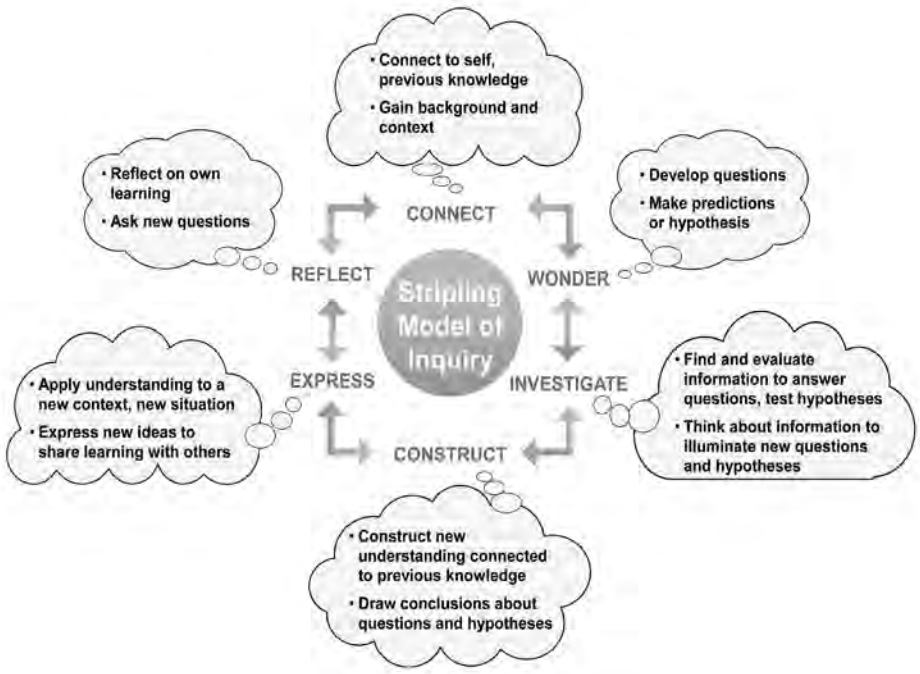
The ESIFC has now been reimagined to respond to changes in the information and learning environment and to the increasing diversity in our students. This ESIFC reflects several new aspects that will enable librarians and classroom teachers to integrate the teaching of information fluency skills across the curriculum and across all grade levels as they empower students to develop confidence and agency to pursue their own paths to personal and academic success.

The reimagining of the ESIFC has been guided by the following parameters:

- The focus is to provide standards for the **Information-Fluent Learner** and a clear continuum of skills and strategies that may be taught by the school librarian, whether in collaboration with classroom teachers or in independent lessons as dictated by school environments. A collaborative approach by the librarian and the classroom teacher is by far the most effective way to teach information fluency/inquiry skills and strategies. This continuum is designed to facilitate that collaboration.

- The inquiry standard is framed by an inquiry cycle that engenders active learning and the formation of new understandings.

The Cycle of Inquiry and Learning



- The reimagined ESIFC has added or strengthened skills in several areas:
  - Multiple literacies, including visual and media literacy
  - Use of technology for learning, including digital literacy skills
  - Pre-kindergarten
  - Personalization of learning
  - Evaluation of multiple perspectives
  - Digital citizenship and civic responsibility
  - Design thinking, including innovation and creation
  - Student voice and agency
  - Social and emotional growth

- The ESIFC includes graphic organizers that may be adopted or adapted for assessment of student learning.

- The ESIFC includes a taxonomy of authentic reactions to research, the REACTS Taxonomy, to provide creative alternatives for student research products at six levels of thought.

- The ESIFC is informed by and aligned with the new *AASL Standards Framework for Learners, the ISTE Standards for Students, New York State Next Generation English Language Arts Learning Standards, New York State P-12 Science Learning Standards, New York State K-12 Social Studies Framework, and The College, Career, and Civic Life (C3) Framework for State Standards in Social Studies (National Council for the Social Studies).*

The Empire State Information Fluency Continuum documents are written and organized to enable educators to start with a broad framework (the Anchor Standards and Indicators) and then move progressively to more specific and detailed views. The following Table of Contents lays out the organization of the whole ESIFC and provides suggestions about the situations in which each section might be most useful.

Table of Contents

SECTION ONE: Framework of Anchor Standards
The Framework provides a top-level view of the information fluency standards. You may refer to this document when you are communicating to other educators about the substance of the library curriculum and deciding on the priorities for teaching in your own school.

- Framework of Anchor Standards and Indicators

SECTION TWO: PK-12 Continuum
You will use these documents to see the progression of specific skills for all the standards and indicators from pre-kindergarten through twelfth grade. The fact that they are organized into grade-level groups will enable you to assess where the students are in their development and teach the appropriate skill for their level, even if they are behind or above the expected level. The most important skills have been identified as priority skills and highlighted in bold to enable you to focus your teaching.

- Continuum with Priority Skills in Bold: PK-2
- Continuum with Priority Skills in Bold: 3-5
- Continuum with Priority Skills in Bold: 6-8
- Continuum with Priority Skills in Bold: 9-12

SECTION THREE: Priority Skills
You can use the documents in this section if you wish to focus primarily on priority skills and understand how the priorities change and build on each other through the grades. The first chart lays out the entire progression from PK-12; the others are in grade-level bands to enable you to coordinate from one grade level to the next.

- Priority Skills: PK-12
- Priority Skills: PK-2
- Priority Skills: 3-5
- Priority Skills: 6-8
- Priority Skills: 9-12

SECTION FOUR: Brochure of Priority Skills
The brochure can be used in conversations with teachers, administrators, and parents to provide them a broad overview of the priority information fluency skills the students need to develop as they progress through the grades.

- Brochure: PK-12 Priority Skills

SECTION FIVE: Priority Skills and Assessments Organized by Grade Level
These documents will be most helpful if you are planning lessons and units for specific grade levels. For each grade level, you will find a chart of the priority skills and assessments for all four standards and then the coinciding graphic organizers.

- Priority Skills and Assessments by Grade Level

SECTION SIX: Graphic-Organizer Assessments Organized by Standard
This section is a repository of all the graphic organizers. They are organized by standard so that, if you are teaching a skill during the Investigate phase of inquiry, for example, you will be able to browse through all of the graphic organizers for Investigate and then adopt or adapt any organizer that matches your lesson.

- Priority Skills and Assessments by Standard and Phase of Inquiry

SECTION SEVEN: A Taxonomy of Reactions to Research
The REACTS Taxonomy will be most useful when you are planning research assignments and you would like for students to share their new understandings in authentic and engaging ways. The example products listed for every level of the taxonomy require students to think and create with their researched information, rather than simply copy or parrot back the facts.

- REACTS Taxonomy

SECTION ONE: FRAMEWORK

The Framework provides a top-level view of the information fluency standards. You may refer to this document when you are communicating to other educators about the substance of the library curriculum and deciding on the priorities for teaching in your own school.

Framework of Anchor Standards and Indicators

EMPIRE STATE INFORMATION FLUENCY CONTINUUM FRAMEWORK OF ANCHOR STANDARDS AND INDICATORS

Anchor Standards for the Information-Fluent Learner

I	II	III	IV
Inquiry and Design Thinking:	**Multiple Literacies:**	**Social and Civic Responsibility:**	**Personal Growth and Agency:**
We are thinkers and designers.	***We are readers, writers, and creators in multiple formats.***	***We are citizens.***	***We are confident, independent learners.***

Anchor Standard I

Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge – *"We are thinkers and designers"*

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT

- Interest / Prior Knowledge
- Background Knowledge: Overview/Context/Key Ideas
- Topic
- Process of Inquiry / Plan

WONDER

- Questions
- Predicted Sources and Answers
- Hypothesis/Tentative Thesis

INVESTIGATE

- Different Types of Sources / Organization of Information
- Navigation and Search Strategies
- Evaluation, Selection, Curation and Use of Multiple Sources
- Evaluation and Selection of Evidence within Sources
- Perspective / Point of View
- Strategies to Make Sense of Information
- Capturing Information and Thinking / Notetaking

CONSTRUCT

- Organization of Information to Construct Meaning
- Interpretation and Synthesis of Information
- Conclusions
- Claims / Opinions / Point of View / Perspective

EXPRESS

- Organization of Information to Express/Present Meaning for Different Purposes
- Product and/or Presentation: Audience / Level of Complexity / Format / Technology
- Revision Based on Self-Assessment and Feedback
- Academic Integrity

REFLECT

- Assessment of New Learning and Experience of Inquiry
- Personal Strengths and Goals for Improvement in Process and Product
- Recognition of Gaps in Knowledge and New Questions

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

- Identification of Meaningful and Authentic Problems
- Selection of Resources for Experiential and Design-Driven Learning
- Generation of Potential Ideas for Solving Problems
- Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration

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Anchor Standard II

Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas – "*We are readers, writers, and creators in multiple formats"*

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

- Reader/Viewer Experience and Response to Literature
- Visual Literacy
- Media Literacy

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

- Presentation Purpose, Audience, and Skills
- Use of Multiple Literacy Presentation and Sharing Tools

Anchor Standard III

Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship – "We are citizens"

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

- Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Biases and Incorporate a Global Perspective
- Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

- Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems
- Respect and Acknowledgment of Ideas and Contributions of Others

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

- Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism
- Safe, Ethical, and Responsible Use of Information and Technology
- Ethical Decisions in Creation and Sharing of New Information with Global Learning Community
- Netiquette
- Cyberbullying
- Cybersafety

Anchor Standard IV

Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency – *"We are confident, independent learners"*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

- Personal Exploration and Independent Reading and Learning
- Social and Emotional Growth / Dispositions for Learning

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

- Development of Agency through Self-Identity and Confidence
- Commitment to Share, Advocate for Change, and/or Take Social Action

SECTION TWO: PK-12 CONTINUUM

You will use these documents to see the progression of specific skills for all the standards and indicators from pre-kindergarten through twelfth grade. The fact that they are organized into grade-level groups will enable you to assess where the students are in their development and teach the appropriate skill for their level, even if they are behind or above the expected level. The most important skills have been identified as priority skills and highlighted in bold to enable you to focus your teaching.

Continuum with Priority Skills in Bold: PK-2
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Continuum with Priority Skills in Bold: 9-12

EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Continuum with Priority Skills

Grades PK - 2

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Interest and Prior Knowledge • Expresses curiosity about topics of personal interest or curricular focus • Connects ideas to own interests • Shares what is known about the general topic to elicit and make connections to prior knowledge Background and Key Words • Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic				
Interest / Prior Knowledge	Shares own interests Shares prior knowledge about a subject	**Connects ideas to own interests**	**Shares what is known about the general topic to elicit and make connections to prior knowledge**	Begins to recognize gaps in prior knowledge
Background Knowledge: Overview/Context/ Key Ideas	Responds to background information (delivered through videos, stories, texts, discussions) by restating/ retelling what the topic is about	Responds to background information (delivered through videos, stories, discussions) by stating one or two new ideas that were learned	Responds to background information (delivered through video, stories, texts, discussions) by identifying the overall "big picture" idea and stating it orally or drawing a picture	**Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic**
Topic	**Expresses curiosity about topics of personal interest or curricular focus**	Begins to identify "big" and "little" ideas about a topic	Differentiates between big ideas and supporting ideas about a topic	Identifies "big" idea topics
Process of Inquiry / Plan	Demonstrates understanding of difference between questions and answers	Begins to identify different types of questions and answers (e.g., yes and no questions)	Begins to recognize easy and more complex questions and answers	Recognizes that questions can be answered by finding information Begins to follow a modeled inquiry process during each visit to the library to do research

WONDER				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Questions and Predicted Answers • Asks questions in response to listening to a variety of texts • With help, begins to develop questions to be answered in shared research • Develops "I wonder" questions with the class while reading or listening to texts about the research topic • Develops "I wonder" questions independently while reading or listening to texts about the research topic				
Questions	**Asks questions in response to listening to a variety of texts**	Asks and answers questions about texts that have been read aloud **With help, begins to develop questions to be answered in shared research**	**Develops "I wonder" questions with the class while reading or listening to texts about the research topic**	**Develops "I wonder" questions independently while reading or listening to texts about the research topic** Develops and answers questions as a class while reading or listening to texts about the research topic
Predicted Sources and Answers	Begins to understand how to make a "guess"	Makes guesses about what a fiction or nonfiction text will be about based on visual information such as the cover	Connects guesses with the term "predictions" and makes predictions about what will come next in a story	Makes accurate predictions about fiction and nonfiction texts
Hypothesis / Tentative Thesis				

INVESTIGATE				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Organization • Recognizes the library has many different kinds of materials and locates the picture book section • With help, begins to use library labels and ABC arrangement of picture books to locate materials • Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization Sources • Recognizes that sources can be located in the online catalog by looking up the author, title, or key words • Identifies the author or creator of a website Evidence • Identifies facts about a topic, idea, or problem • Distinguishes between fact and opinion • Identifies main ideas and key details in a text • Begins to recognize different points of view of characters in a story Making Sense of Information and Notetaking • With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea				
Different Types of Sources / Organization of Information	Begins to recognize that picture books can be either true or not true **Recognizes the library has many different kinds of materials and locates the picture book section**	Recognizes that picture books can be either true or not true **With help, begins to use library labels and ABC arrangement of picture books to locate materials** Identifies the basic organizational structure of fiction books Identifies the difference between an ebook and the same print book	Recognizes that books can be either fiction or nonfiction **Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization** Recognizes that nonfiction resources in the library are organized by categories and begins to identify categories of own areas of interest Demonstrates the ability to use the library and check out books	Distinguishes between fiction and nonfiction resources Uses the arrangement of fiction books to locate materials Identifies the area(s) of the library (using Dewey or different organizational scheme) with information about the research topic Recognizes the organizational structures of a nonfiction book (table of contents, index, and glossary) and begins to use them to locate information

INVESTIGATE				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
Navigation and Search Strategies	Describes what a "library search" means	Recognizes that different tools in the library can be used to search for materials in a library	Recognizes the purpose of the online catalog to locate materials After modeling by the teacher, verbalizes understanding of using online catalog to locate materials	**Recognizes that sources can be located in the online catalog by looking up the author, title, or key words** Identifies one or two key words about a topic with guidance from the librarian
Evaluation, Selection, Curation, and Use of Multiple Sources	With help, interacts with resources that are diverse in format and genre	Demonstrates understanding that there are many types of materials found in the library for different information purposes With help, differentiates between "useful" and "not useful" sources for answering a basic question	With guidance, selects and uses appropriate sources to answer questions Recognizes that there may be several versions of the same story, or several books about the same topic, and that they convey the information differently Describes the advantages and disadvantages of print vs. digital versions of the same book Begins to define and describe what the internet is	Selects and uses appropriate sources with guidance including dictionaries, periodicals, maps, and globes, to answer questions With guidance, uses designated online encyclopedias and databases to gather information **Identifies the author or creator of a website** Begins to identify the difference between a website and a database
Evaluation and Selection of Evidence within Sources		**Identifies facts about a topic, idea, or problem**	**Distinguishes between fact and opinion**	Recognizes when information in a text answers research questions **Identifies main ideas and key details in a text** Recognizes that not all information on the internet is true

Grades PK - 2 • Continuum

INVESTIGATE				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
Perspective / Point of View	Recognizes that people are different	Recognizes that different people may believe different things Recognizes that people have different backgrounds, families, homes, and needs	**Begins to recognize different points of view of characters in a story** With help, identifies point of view by examining illustrations, text features, and opinion words in text	Recognizes different point of view of individuals and characters in a story Identifies point of view by examining illustrations, text features, and opinion words in text
Strategies to Make Sense of Information	Listens and begins to participate in discussions to share information gathered from experiences or resources	Begins to distinguish the main idea in texts that are read aloud Participates in class interpretation of information represented in pictures and illustrations	With help, interprets information represented in stories, pictures, illustrations and simple charts and verbalizes the main idea	**Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea** With guidance, summarizes portions of texts to focus on main ideas and key details With help, creates a visual map of the connections among ideas and concepts about the research topic
Capturing Information and Thinking / Notetaking	Verbalizes and clearly describes thoughts and ideas	With help, takes notes on facts by drawing, verbalizing, or using emergent writing	**With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions**	With help, writes, draws, or verbalizes the main idea and supporting details to answer basic research questions Uses simple note-taking strategies as demonstrated by librarian/teacher (e.g., copying words or phrases)

CONSTRUCT				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Organization of Gathered Information • With help, sorts and categorizes "like" and "different" objects • Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information • Sorts books by fiction vs. nonfiction Interpretations and Conclusions • Participates in discussions to draw conclusions about a topic or story • Develops own opinion about a topic with evidence to support the opinion				
Organization of Information to Construct Meaning	**With help, sorts and categorizes "like" and "different" objects**	**Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information**	**Sorts books by fiction vs. nonfiction** Demonstrates simple organizational skills such as sorting and categorizing written information from fiction and nonfiction texts	With help, organizes information into categories by main ideas with supporting details using a teacher-provided tool
Interpretation and Synthesis of Information	With help, verbalizes the "big idea" that a book is about	Begins to use information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to identify main idea and supporting details	Uses information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to identify main idea and supporting details	Uses information gathered from discussions, read alouds, diverse texts, illustrations, and experiences to state the main idea and supporting details that were learned
Conclusions	Recognizes what part of the story is the "end"	Begins to participate in discussions to draw conclusions about a topic or story	**Participates in discussions to draw conclusions about a topic or story**	Draws a conclusion about the main idea with guidance
Claims / Opinions / Point of View	Expresses opinions about topics of interest	With help, develops own opinion about the texts and topic	Recognizes difference between opinion and fact Develops own opinion about the texts and topic With help, can make a claim about a topic and can verbally argue about that claim	**Develops own opinion about a topic with evidence to support the opinion** Makes a claim about a topic and can verbally argue about that claim

EXPRESS				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Organization for Expression • Organizes information by main ideas and important details Product and Presentation • Draws a picture to illustrate a response to a story • Uses emergent writing and drawing to express facts and simple answers to questions • Uses writing process, emergent writing, and drawing to express new understandings • Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language) • Recognizes the difference between own drawing or creation and someone else's drawing or creation • Recognizes the difference between own ideas and ideas of others • Makes a list of the source(s) used with title and author				
Organization of Information to Express/Present Meaning for Different Purposes	Begins to understand information is shared in different ways and for different purposes	Identifies differences in how information is shared	Decides on one main idea or opinion to express	**Organizes information by main ideas and important details**
Product and/ or Presentation: Audience / Level of Complexity / Format / Technology	**Draws a picture to illustrate a response to a story**	Draws a picture to illustrate a new idea or a response to a story **Uses emergent writing and drawing to express facts and simple answers to questions**	**Uses writing process, emergent writing, and drawing to express new understandings** Uses format chosen by the teacher to express information learned Begins to use technology tools chosen by the teacher or librarian to create products	Begins to understand the concept of "audience" Creates a product to explain the main ideas and details about a topic **Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)** Uses technology tools chosen by teacher or librarian to create products
Revision Based on Self-Assessment and Feedback	Recognizes what receiving help is and why it is important	Recognizes what feedback is and why it is important	Begins to respond to feedback provided by the teacher to revise	Responds to feedback provided by the teacher to revise With help, uses authentic assessment rubrics modeled by librarian
Academic Integrity	**Recognizes the difference between own drawing or creation and someone else's drawing or creation**	**Recognizes the difference between own ideas and ideas of others**	**With help, makes a list of the source(s) used with title and author**	**Makes a list of the source(s) used with title and author**

REFLECT				**Standard 1.1**
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Assessment of Learning Experience • Asks, "What do I wonder about now?" Assessment of Personal Strengths • Identifies own strengths in listening, reading, and learning • Identifies own strengths and sets a goal for improvement				
Assessment of New Learning and Experience of Inquiry			Begins to compare new ideas with what was known at the beginning of the inquiry	Compares new ideas with what was known at the beginning of the inquiry
Personal Strengths and Goals for Improvement in Process and Product	**Identifies own strengths in listening, reading, and learning**	**Identifies own strengths in listening, reading, and learning**	**Identifies own strengths and sets a goal for improvement**	**Identifies own strengths and sets a goal for improvement**
Recognition of Gaps in Knowledge and New Questions		Verbally shares what is still unknown about a topic after hearing a story or reading a text	**With help or with the class, asks, "What do I wonder about now?"**	**Asks, "What do I wonder about now?"**

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Standard 1.2

Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Design Thinking • Uses resources and active-learning activities provided by the teacher for learning-driven play • Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems • Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results • Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary				
Identification of Meaningful and Authentic Problems			Recognizes a problem posed by the teacher that can be solved by a problem-solving process	Recognizes a problem that can be solved through experimentation or a problem-solving process
Selection of Resources for Experiential and Design-driven Learning	**Uses resources and active-learning activities provided by the teacher for learning-driven play**	**Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems**	Uses resources and activities provided by the teacher to investigate new ideas or solve problems	Selects resources and activities to investigate new ideas or solve problems
Generation of Potential Ideas for Solving Problems		Brainstorms possible solutions to a problem as a class	Brainstorms possible solutions to a problem in small groups	Brainstorms possible solutions to a problem in small groups or individually
Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration	Engages in learning-driven play to solve a problem posed by the teacher	Engages in a class activity to try out a solution and discuss the results	**Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results**	**Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary** Expresses own ideas through creating products in a variety of formats

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Standard 2.1

Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Response to Literature • Participates in discussions about stories and other texts that have been read aloud • Retells a story with the correct sequence of events using words and pictures • Draws and shares conclusions about main idea of a story • Compares characters in two different stories, or plots in two stories by same author Visual Literacy • Gathers information from illustrations and text features Media Literacy • Identifies main ideas, facts, details, and opinions expressed through media other than print				
Reader / Viewer Experience and Response to Literature	**Participates in discussions about stories and other texts that have been read aloud** Retells stories to express what the stories are mainly about Describes the role of an author and illustrator	**Retells a story with the correct sequence of events using words and pictures** Makes predictions about what will happen next in a story Recognizes the works of a single author	Identifies plot, characters, times, and places in a story **Draws and shares conclusions about main idea of a story** Expresses feelings about favorite books through pictures and words	**Compares characters in two different stories, or plots in two stories by same author** Demonstrates comprehension of stories read independently and stories read aloud Distinguishes between what is factual and imaginary
Visual Literacy	Describes the meaning of illustrations in a text	Uses illustrations to draw meaning from a story	Identifies relationship between illustrations and text in communicating the meaning of a story or piece of information	**Gathers information from illustrations and text features**
Media Literacy	Identifies the main ideas expressed through media other than print	Identifies main ideas, facts, and details expressed through media other than print	**Identifies main ideas, facts, details, and opinions expressed through media other than print**	Compares the effect of ideas presented through media with ideas expressed through print

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

Standard 2.2

Indicator	Grade PK	Grade K	Grade 1	Grade 2
Presentation Purpose, Audience, and Skills				
Use of Multiple Literacy Presentation and Sharing Tools	Expresses ideas and information through drawings	Expresses ideas and information through drawings as well as emergent writing	Expresses ideas and information through drawings and visual displays as well as emergent writing	Expresses ideas and information and enhances presentations through drawings, visual displays, recorded audio, or digital media

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Standard 3.1

Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Learning from Diverse and Credible Points of View • Listens and responds to multicultural texts from various genres • Compares folktales or stories from different cultures Civic Reasoning • Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time				
Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Incorporate a Global Perspective	Listens to multicultural texts from various genres	**Listens and responds to multicultural texts from various genres**	**Listens and responds to multicultural texts from various genres**	Reads and discusses multicultural texts from various genres **Compares folktales or stories from different cultures**
Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information		Begins to associate use of the library with respect for rules and procedures	Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time	**Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time**

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

				Standard 3.2
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Collaboration • Participates in collaborative conversations with peers and adults to share ideas and information • Works collaboratively with a small group using technology for research to meet information needs • Respects the ideas of others by listening carefully to them and responding to their ideas • Contributes to group media project to communicate ideas to classmates, families, and others • Participates in shared research and exploration about a topic • Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities				
Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems	**Participates in collaborative conversations with peers and adults to share ideas and information**	**Works collaboratively with a small group using technology for research to meet information needs**	**Contributes to group media project to communicate ideas to classmates, families, and others** Works in groups to create and interpret charts of information gathered through research Works cooperatively with peers, family members, and others when using technology in the classroom or at home	**Participates in shared research and exploration about a topic** Recognizes the right to express own opinion in an appropriate manner Works cooperatively with peers, family members, and others when using technology in the classroom or at home
Respect and Acknowledgment of Ideas and Contributions of Others	Respects the ideas of others by listening and raising hands before speaking Begins to acknowledge the ideas of others	Respects the ideas of others by listening and raising hands before speaking **Respects the ideas of others by listening carefully to them and responding to their ideas**	Practices giving positive feedback and giving compliments as modeled by librarian Recognizes when the ideas of others are more accurate or effective than own ideas and changes own ideas accordingly	**Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities**

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Standard 3.3

Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Intellectual Property Rights • Credits authors and resources for information that was used or shared • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences Safe and Ethical Use of Technology • Creates and uses effective username that protects private information • Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology • Identifies behaviors that are examples of cyberbullying and demonstrates effective responses				
Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism	Describes the role of an author to write books and an illustrator to add images	Introduces stories crediting author and illustrator	Verbalizes understanding that it is wrong to copy from an author or a peer **Credits authors and resources for information that was used or shared**	Verbalizes understanding that it is wrong to copy from an author or a peer Credits sources by citing author and title **Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences**
Safe, Ethical and Responsible Use of Information and Technology • Ethical Decisions • Netiquette • Cyberbullying • Cybersafety		Recognizes the idea of "private" information and that private information should never be shared on the internet	Recognizes the importance of staying safe online and uses only websites and technology tools that have been selected and provided by the teacher **Creates and uses effective username that protects private information**	**Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology** **Identifies behaviors that are examples of cyberbullying and demonstrates effective responses**

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Standard 4.1

Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Personal Exploration and Independent Reading and Learning • Develops and pursues personal curiosity • Requests/chooses materials related to personal interests • Engages in simple and independent inquiry to find answers to questions • Selects fiction and nonfiction books or media to read and enjoy on own Social and Emotional Growth • Respects personal space and the boundaries of others [social awareness] • Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills] • Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness] • Displays resiliency by responding to feedback or failure and revising own work [self-awareness]				
Personal Exploration and Independent Reading and Learning	Selects picture books based on personal interest **Develops and pursues personal curiosity** Reflects on personal experiences and conversations with others to develop new understandings Develops a regular reading habit	**Requests/chooses materials related to personal interests** Reads, views, and listens to a variety of fiction and nonfiction for enjoyment and information Poses questions and seeks answers to satisfy curiosity Maintains a regular reading habit	Recognizes and identifies personal interests through reading or listening to stories Selects books, poems, or media based on teacher recommendation or personal preference **Engages in simple and independent inquiry to find answers to questions** Maintains a regular reading habit	Makes choices about topics of interest and explores on own through appropriate books and media **Selects fiction and nonfiction books or media to read and enjoy on own** Maintains a regular reading habit

Grades PK - 2 • Continuum

				Standard 4.1
Indicator	Grade PK	Grade K	Grade 1	Grade 2
Social and Emotional Growth / Dispositions for Learning	Identifies own feelings and shares them with others when appropriate [self-awareness] **Respects personal space and the boundaries of others [social awareness]**	Identifies positive attitudes in self and others [self-awareness] Respects personal space and the boundaries of others [social awareness] **Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]**	Displays resiliency by responding to feedback or failure and revising own work [self-awareness] **Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]** Demonstrates initiative by pursuing answers to questions [self-management] Respects personal space and the boundaries of others [social awareness] Recognizes that relationships are built on trust and acceptance [relationship skills]	**Displays resiliency by responding to feedback or failure and revising own work [self-awareness]** Recognizes, respects, and accepts differences among classmates [social awareness] Respects personal space and the boundaries of others [social awareness] Demonstrates ability to express feelings and to deal with feelings in appropriate ways [self-management] Demonstrates ability to form positive relationships with other students [relationship skills]

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency **"We are confident, independent learners."**

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

				Standard 4.2
Indicator	Grade PK	Grade K	Grade 1	Grade 2
PK-2 Priority Skills Self-Identity and Confidence • Reflects on own feelings and behaviors to figure out personal strengths and preferences • Expresses own ideas and feelings to others in a respectful and appropriate way • Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions • Asks others for clarification of their ideas and offers own ideas during conversations and discussions				
Development of Agency Through Self-Identity and Confidence	**Reflects on own feelings and behaviors to figure out personal strengths and preferences**	**Expresses own ideas and feelings to others in a respectful and appropriate way**	**Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions**	**Asks others for clarification of their ideas and offers own ideas during conversations and discussions** Displays self-confidence by actively engaging in a learning process with others
Commitment to Share, Advocate for Change, and/or Take Social Action	Recognizes own role in helping class reach new understandings about texts, ideas, or experiences	Helps others reach new understandings about texts, ideas, or experiences by sharing own ideas and reasons for those ideas	Contributes own knowledge and reasoning to enable others to reach new understandings about texts, ideas, or experiences	Demonstrates self-awareness by explicitly bringing own strengths and ideas to a group learning or sharing situation

EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Continuum with Priority Skills
Grades 3 - 5

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Interest and Prior Knowledge • Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry Background and Key Words • Uses a source provided by the teacher to acquire background information • Generates a list of key words for a research-based project with guidance			
Interest / Prior Knowledge	Connects ideas in texts to own interests Makes connections to prior knowledge	Begins to recognize gaps in prior knowledge	Recognizes gaps in prior knowledge
Background Knowledge: Overview/Context/ Key Ideas	**Uses a source provided by the teacher to acquire background information**	States what is known about the problem or question based on overview or background information	**Generates a list of key words for a research-based project with guidance**
Topic	Generates a list of broad topics	**Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry**	Determines a manageable topic based on criteria provided by the librarian
Process of Inquiry / Plan	Identifies and defines steps in a modeled inquiry project	Follows a model or template provided to complete inquiry project and follows a timeline	Begins to develop a plan for following an inquiry process to ask questions and find evidence to answer questions about a research topic with guidance

WONDER			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Questions and Predicted Answers • Formulates questions for investigation of a topic with guidance • Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help • Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry Thesis and Hypothesis • Forms tentative thesis about main ideas with guidance • For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience			
Questions	**Formulates questions for investigation of a topic with guidance**	Formulates questions for investigation of a topic	**Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry**
Predicted Sources and Answers	Uses prior knowledge and a broad understanding of the topic to make predictions about what the new information will reveal	**Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help**	Predicts answers to inquiry questions based on background knowledge and beginning observation or experience
Hypothesis / Tentative Thesis			**Forms tentative thesis about main ideas with guidance** **For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience**

INVESTIGATE			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Organization • Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each • Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information Sources • Searches the online catalog (author, title, and key words) with assistance to locate materials • With guidance, uses bookmarked websites to find appropriate information • Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic • Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher • Selects and uses an appropriate print, video, or electronic source to answer questions Evidence • Selects evidence that explicitly answers the research questions with main ideas and details • Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites • Uses navigation tools of pre-selected websites and databases to locate relevant information • Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning • Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view • Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" • Begins to analyze multiple points of view from multiple sources to determine similarities and differences • With help, begins to ask questions about the text during reading or listening Making Sense of Information and Notetaking • Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion • Uses a variety of strategies to determine important ideas • Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose			
Different Types of Sources / Organization of Information	With help, identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information **Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each**	**Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information** Identifies and uses special sections of a nonfiction book (preface, foreword and introduction) to locate information	Identifies and uses special sections of a nonfiction book (bibliography and appendix) to locate information By looking at the table of contents, determines if the organization of the book will be useful for the research topic (e.g., arrangement by chronological sequence for historical topic, by main ideas or subtopics for explanatory topic)

INVESTIGATE			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
Navigation and Search Strategies	Identifies one or two key words about a topic, problem or question with guidance **Searches the online catalog (author, title, and key words) with assistance to locate materials** With help, locates nonfiction material at a reading level that can be understood	Demonstrates understanding of what a filter is and how it can help narrow a search Begins to use filters in the online catalog and designated databases to narrow a search	Uses main menus, buttons, and pull-down menus of a pre-selected website to find information Uses filters in the online catalog and designated databases to narrow a search Discusses why filters and their use are essential to navigation on the open web
Evaluation, Selection, Curation, and Use of Multiple Sources	Demonstrates understanding of why to use book-marked websites to find appropriate information rather than searching freely on the web **With guidance, uses bookmarked websites to find appropriate information** Locates, evaluates, and selects an appropriate print or electronic source in library or in a pre-selected database based on criteria of relevance to research questions, readability, and ease of use	**Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic** Uses pre-selected web resources to locate information Locates, evaluates, and selects an appropriate print or electronic source (e.g., general encyclopedia, article in periodical database) based on criteria of relevance to research questions and comprehensiveness	**Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/ publisher** **Selects and uses an appropriate print, video, or electronic source to answer questions**
Evaluation and Selection of Evidence within Sources	Uses navigation tools of databases to locate relevant information Uses textual elements (title, headings and subheadings, graphics) to read and comprehend database articles Evaluates information within a source for accuracy and relevance to research questions **Selects evidence that explicitly answers the research questions with main ideas and details**	Uses navigation tools of pre-selected databases and websites to locate relevant information **Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites** Evaluates information within a source for accuracy, relevance, and comprehensiveness **Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning**	**Uses navigation tools of pre-selected websites and databases to locate relevant information** Uses textual and visual elements (title, headings, graphics, photos, boxed information) to read and comprehend information on websites **Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view** Makes inferences about the implicit meaning in text to answer research questions and identifies both explicit and implicit meanings

INVESTIGATE			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
Perspective / Point of View	Demonstrates understanding and respect for different points of view in fiction and explains some of the diverse perspectives presented **Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" because some of the information may be opinion or stated from only one point of view**	With help, begins to examine why someone might have a different perspective With help, begins to describe how a particular point of view can impact a nonfiction text	**Begins to analyze multiple points of view from multiple sources to determine similarities and differences** Begins to identify the effect of point of view on the information
Strategies to Make Sense of Information	**With help, begins to ask questions about the text during reading or listening** Uses a variety of strategies to determine important ideas (e.g., looking at the title, reading the captions of any illustrations, noting words and ideas in bold) Distinguishes between fact and opinion and the appropriate use of both in gathering evidence to answer research questions Identifies evidence that supports claims in texts	**Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion** Uses skim/scan to locate information that is appropriate to age and ability level Uses a variety of strategies to determine important ideas (e.g., looking at headings and subheadings, analyzing illustrations and their captions, paying attention to the topic sentences of each paragraph)	Identifies literal and implied meanings **Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph)** Determines important details Interprets information taken from maps, graphs, charts, and other visuals Uses prior knowledge and experiences to understand new facts and ideas
Capturing Information and Thinking / Notetaking	**Uses simple notetaking strategies (e.g., graphic organizers)**	With help, uses various notetaking strategies (e.g., highlighting, graphic organizers) for different information-gathering purposes	With help, uses software (e.g., word processing, graphic organizing) to record and organize information **Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose**

CONSTRUCT			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Organization of Gathered Information • With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information • With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer Interpretations and Conclusions • States the main idea with some supporting details • Identifies facts, details, and inferences that support main ideas • Draws conclusions about research including whether a question was answered or not • Draws a conclusion about the main idea with evidence to support that conclusion • Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up			
Organization of Information to Construct Meaning	Organizes information using a teacher-provided tool	**With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information**	Uses common organizational patterns (chronological order, main idea with supporting details) to organize information to construct meaning **With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer**
Interpretation and Synthesis of Information	**States the main idea with some supporting details**	Makes inferences with guidance **Identifies facts, details, and inferences that support main ideas** Notes similarities and differences in information from two different sources	Begins to actively listen to and restate others' ideas and contributes own ideas With help, analyzes and compares multiple accounts of information on the same topic and notes similarities and differences in point of view and accuracy Determines what main ideas and opinions discovered through research are credibly supported by the evidence
Conclusions	**Draws conclusions about research including whether a question was answered or not**	**Draws a conclusion about the main idea with evidence to support that conclusion**	Begins to draw conclusions about the research topic or problem that are supported by credible evidence and logical reasoning
Claims / Opinions / Point of View	With help, begins to write an opinion or argument/claim with clear reasoning and evidence to support it	Writes a claim, opinion, or argument with clear reasoning and evidence to support it	**Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up**

EXPRESS			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Organization for Expression • Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it Product and Presentation • Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian • Understands concept of "audience"; determines audience before choosing format and creating product • Presents information clearly so that main points are evident • Presents information clearly so that main points and supporting evidence are readily understood by audience • Assesses and revises own work based on teacher-provided criteria • Modifies and revises own work based on feedback from teacher and peers • Provides a bibliography of all sources used according to model provided by teacher			
Organization of Information to Express / Present Meaning for Different Purposes	Constructs a reasoned sequence of ideas with evidence	**Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it**	Determines the purpose of a presentation (e.g., explanation, claim, persuasion) and decides how to organize ideas to explain a topic, make a claim and then back it up with evidence, or persuade an audience to engage both intellectually and emotionally
Product and/ or Presentation: Audience / Level of Complexity / Format / Technology	**Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian** Selects level of complexity of product to match and purpose Uses visuals and multimedia to communicate meaning **Presents information clearly so that main points are evident**	**Understands concept of "audience"; determines audience before choosing format and creating product** Selects level of complexity of product to match assignment, purpose, and audience Uses pre-writing to brainstorm ideas for most effective way to present conclusions Creates the presentation/product using a technology tool chosen by teacher	**Presents information clearly so that main points and supporting evidence are readily understood by audience** Selects level of complexity of product to match assignment, purpose, and audience Uses writing process of pre-writing, drafting, and revising to develop expression of new understanding Uses a variety of technology tools chosen by teacher or selected on own to create products
Revision Based on Self-Assessment and Feedback	Assesses and revises own work based on teacher-provided criteria with guidance	**Assesses and revises own work based on teacher-provided criteria**	Checks for correctness and completeness using established rubrics **Modifies and revises own work based on feedback from teacher and peers** Assesses and revises own work
Academic Integrity	Provides a simple author/title bibliography of sources used	Provides a bibliography of all sources used with author, title, and date of publication	**Provides a bibliography of all sources used according to model provided by teacher**

REFLECT			**Standard 1.1**
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Assessment of Learning Experience • Identifies the important features for a good product and presentation • Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry Assessment of Personal Strengths • Identifies own strengths and sets goals for improvement			
Assessment of New Learning and Experience of Inquiry	Identifies the important features for a good product Reflects on new understandings and the effectiveness of the product	**Identifies the important features for a good product and presentation** Reflects on new understandings and the effectiveness of the product and presentation	Identifies and evaluates the important features for a good product, presentation, and engagement in the process of inquiry **Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry**
Personal Strengths and Goals for Improvement in Process and Product	**Identifies own strengths and sets goals for improvement**	**Identifies own strengths and sets goals for improvement**	**Identifies own strengths and sets goals for improvement**
Recognition of Gaps in Knowledge and New Questions	Asks "What about this topic would I like to learn more about?" Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"	Asks "What about this topic would I like to learn more about?" Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"	Asks "What about this topic would I like to learn more about?" Asks "Where in the inquiry process did I have the most trouble?" "What will I do differently next time?"

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

			Standard 1.2
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Design Thinking • Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed • Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed • Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis			
Identification of Meaningful and Authentic Problems			Recognizes a problem that can be solved through experimentation or a problem-solving process
Selection of Resources for Experiential and Design-driven Learning	Selects and uses resources and technology to investigate problems posed by the teacher	Selects and uses resources and technology to investigate problems posed by the teacher	Selects and uses resources and technology to investigate problems posed by the teacher or identified on own
Generation of Potential Ideas for Solving Problems	Brainstorms possible solutions to a problem in small groups or individually	Uses an "if. . .then" brainstorming model to think through possible solutions and their potential impact	Forms hypothesis that can be "tested" through investigation
Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration	**Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed**	**Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed**	**Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis**

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

			Standard 2.1
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Response to Literature • Discusses the main idea or theme of a story • Explains the meaning of illustrations and what they add to the words of a story • Uses evidence from stories to discuss characters, setting, plot, time, and place • Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot Visual Literacy • Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text Media Literacy • Evaluates a media source for accuracy and purpose • Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source			
Reader / Viewer Experience and Response to Literature	**Discusses the main idea or theme of a story** Discusses problems and solutions in a work Describes character traits, plot events, and settings of stories **Explains the meaning of illustrations and what they add to the words of a story** Selects both "just right" materials and challenging materials on a regular basis	Recognizes features of various genres and uses different reading strategies for understanding Identifies story elements in various fiction genres **Uses evidence from stories to discuss characters, setting, plot, time, and place** Identifies and compares the points of view of different characters in a story Makes predictions and inferences about events and characters	Draws and shares conclusions about the theme or focus of a work Compares and contrasts story elements in two literary works **Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot** Makes predictions and inferences about events and characters

Grades 3 - 5 • Continuum

			Standard 2.1
Indicator	Grade 3	Grade 4	Grade 5
Visual Literacy	Analyzes information presented visually through illustrations or photographs to determine main ideas and details	**Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text**	Analyzes how information presented visually through illustrations, photographs, charts, diagrams, maps, or timelines enhances and deepens the meaning of accompanying text
Media Literacy	Determines the purpose of a multimedia source and explains how the purpose affects the way information is presented and the impact on the viewer **Evaluates a media source for accuracy**	Analyzes how information presented in media formats differs from information presented in printed text, both in impact on the viewer and on the information itself **Evaluates a media source for accuracy and purpose**	**Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source** Evaluates a media source for accuracy, purpose, and point of view

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

			Standard 2.2
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Multiple Literacy Presentation • Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery			
Presentation Purpose, Audience, and Skills	Participates in class discussion to choose best presentation format for purpose and audience Matches "voice" of written and spoken language to purpose and audience (e.g., sharing of new learning to peers)	Chooses best presentation format for purpose and audience Matches "voice" of written and spoken language to purpose and audience (e.g., sharing of new learning to peers, expression of personal creations to peers)	Chooses best presentation format for purpose and audience Matches "voice" of written and spoken language to purpose and audience (e.g., formal presentation to external audience, sharing of new learning to peers, expression of personal creations to peers)
Use of Multiple Literacy Presentation and Sharing Tools	Develops understanding of and skills to use presentation tools (both digital and paper) specified by the teacher Creates and delivers presentation with attention to quality of content and self-confidence of delivery	Develops understanding of and skills to use different presentation tools (both digital and paper) **Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery**	Develops understanding of and skills to select and use different presentation tools (both digital and paper) Creates and delivers presentation with attention to quality of content, impact of language and visuals, effective use of tool, and self-confidence and effectiveness of delivery

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Standard 3.1

Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Learning from Diverse and Credible Points of View • Verifies information that is presented as "the truth" • Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives Civic Reasoning • Engages in conversations with peers to exchange ideas and information about social and civic issues • Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others			
Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Incorporate a Global Perspective	Recognizes that learning is a social and civic responsibility Identifies own assumptions about community issues and diverse cultures Recognizes that perspectives on social and civic issues vary within one's own community and across the nation and world **Verifies information that is presented as "the truth"**	Recognizes that learning is a social and civic responsibility Identifies and challenges own assumptions about community issues and diverse cultures by seeking multiple viewpoints and cultural perspectives Assesses and verifies the credibility and point of view of all sources of information	Recognizes that learning is a social and civic responsibility **Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives** Evaluates and compares the credibility, accuracy (by fact-checking), and point of view of all sources of information
Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information	Demonstrates responsibility and awareness that library resources are to be shared among the entire school community **Engages in conversations with peers to exchange ideas and information about social and civic issues**	Demonstrates responsibility and awareness that library resources are to be shared among the entire school community Recognizes the right to express own opinion in an appropriate manner	Demonstrates responsibility and awareness that library resources are to be shared among the entire school community by curating and sharing favorite resources **Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others**

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

			Standard 3.2
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Collaboration • Actively contributes to group discussions • Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products • Actively solicits and listens with an open mind to the opinions and ideas of others			
Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems	**Actively contributes to group discussions** Interacts with others to solve problems and exchange information and resources	Restates ideas of others accurately and adds own perspective **Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products**	Works collaboratively using technology for research to meet information needs Works with others to do research, share results and resources to come to new understandings, discuss issues, make decisions, and create learning products Actively solicits and responds to feedback from others
Respect and Acknowledgment of Ideas and Contributions of Others	Shows respect for and responds to the ideas of others	Shows respect for, considers carefully, and responds thoughtfully to the ideas of others, either by agreeing or offering reasoned alternatives	**Actively solicits and listens with an open mind to the opinions and ideas of others**

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

			Standard 3.3
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Intellectual Property Rights • Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used Safe and Ethical Use of Technology • Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites) • Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community • Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only			
Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism	Recognizes the rights of authors and creators to be credited for their work by citing titles and authors of all sources used	Understands the basic concept of plagiarism as copying the work of others **Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used**	Credits all sources properly with title, author, and page number Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used Restricts use of images and media to those that are copyright-free or in the public domain
Safe, Ethical and Responsible Use of Information and Technology • Ethical Decisions • Netiquette • Cyberbullying • Cybersafety	**Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)** Determines what to do if someone is mean on social media Observes internet safety procedures including safeguarding personal information	**Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community** Respects privacy of others (e-mail, files, passwords, sites) Identifies characteristics of cyberbullying and demonstrates strategies to deal with cyberbullying messages	Demonstrates basic netiquette behavior by interacting respectfully with others, responding appropriately to online messages and information and contributing to a positive online community Discusses responsible use and misuse of technology and describes personal consequences of inappropriate use of information and technology Demonstrates respect for privacy of self and others in online environments **Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only**

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Standard 4.1

Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Personal Exploration and Independent Reading and Learning • Demonstrates motivation to read and learn on own • Identifies favorite authors, genres, and topics and explores them on own • Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge Social and Emotional Growth • Identifies and empathizes with the perspectives of others [social awareness] • Forms positive relationships with peers [relationship skills] • Identifies and respects cultural differences and diverse opinions [social awareness] • Sets reading and learning goals and perseveres to achieve those goals [self-management] • Reflects on own social and emotional strengths and challenges [self-awareness]			
Personal Exploration and Independent Reading and Learning	Gathers information related to personal interests Begins to explore and examine the various genres based on personal interests **Demonstrates motivation to read and learn on own** Recognizes personal strengths and preferences in using technology and resources for independent learning	Seeks information about personal interests by using the library catalog and browsing to find materials to read **Identifies favorite authors, genres, and topics and explores them on own** Demonstrates motivation to read and learn on own Selects appropriate and preferred print and electronic materials on an individual level	Reads a variety of fiction and nonfiction in different formats to fulfill reading goals and offer enjoyment and information Develops basic search skills for online and database searching related to personal interests Demonstrates motivation to read and learn on own **Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge**

Grades 3 - 5 • Continuum

			Standard 4.1
Indicator	Grade 3	Grade 4	Grade 5
Social and Emotional Growth / Dispositions for Learning	Builds self-awareness by reflecting on own responses to learning experiences and social interactions to discover what makes them positive [self-awareness] **Identifies and empathizes with the perspectives of others [social awareness]** Displays self-management skills by staying on task, completing assigned activities, and asking for help when needed [self-management] **Forms positive relationships with peers [relationship skills]**	**Identifies and respects cultural differences and diverse opinions [social awareness]** Motivates self and takes initiative to set reading and learning goals and pursue personal and academic learning to achieve those goals [self-management] Participates in a social network to engage in shared learning and conversation [relationship skills] Analyzes situations, identifies problems or sources of conflict, and takes action to resolve conflicts and build mutual respect and trust [responsible decision making]	Builds trusting relationships with diverse peers and adults [relationship skills] Contributes positively to team efforts [social awareness] **Sets reading and learning goals and perseveres to achieve those goals [self-management]** Displays initiative and risk-taking when deciding to act based on analysis of the situation, feedback from others, and ethical guidelines [responsible decision making] **Reflects on own social and emotional strengths and challenges [self-awareness]**

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

			Standard 4.2
Indicator	Grade 3	Grade 4	Grade 5
3-5 Priority Skills Self-Identity and Confidence • Displays self-confidence in forming and sharing own opinion and ideas • Recognizes multiple facets of own personal identity • Exhibits effective skills in sharing knowledge gained through personal and academic pursuits			
Development of Agency Through Self-Identity and Confidence	Recognizes own strengths **Displays self-confidence in forming and sharing own opinion and ideas** Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	Recognizes own strengths and knowledge in areas of interest **Recognizes multiple facets of own personal identity** Displays self-confidence in forming and sharing own opinion and ideas Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	Builds own strengths and knowledge in areas of interest Celebrates multiple facets of own personal identity Displays self-confidence in forming and sharing own opinion and ideas **Exhibits effective skills in sharing knowledge gained through personal and academic pursuits**
Commitment to Share, Advocate for Change, and/or Take Social Action	Develops confidence in ability to influence others by sharing ideas and opinions	Identifies a problem and recognizes opportunity for changes to be made to address the problem Researches alternative solutions to identified problems	Creates opportunity for changes to be made by sharing researched information and developing an action plan Advocates for or takes action to implement the plan

EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Continuum with Priority Skills
Grades 6 - 8

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Interest and Prior Knowledge • States and verifies what is known about the problem or question and makes connections to prior knowledge Background and Key Words • Identifies key words and ideas that appear in background information and class conversation Topic • Revises the topic as needed to arrive at a manageable topic for a given research situation			
Interest / Prior Knowledge	Finds areas of passion or interest within topics of study	**States and verifies what is known about the problem or question and makes connections to prior knowledge**	Questions prior knowledge to Identify possible misconceptions
Background Knowledge: Overview/ Context/Key Ideas	**Identifies key words and ideas that appear in background information and class conversation**	Uses multiple sources to acquire background information and identify key words, important people and organizations, and big ideas	Expresses the big idea and the relation of own topics of interest to that idea through a mind map using pictures and words
Topic	Identifies the characteristics of a manageable topic for inquiry (comprehensiveness, level of complexity, available resources, personal interest, relevant and important aspect of overall topic) Identifies topic of interest for research and broadens or narrows it to make it manageable for given research situation	Identifies the characteristics of a manageable topic for inquiry (comprehensiveness, level of complexity, available resources, personal interest, relevant and important aspect of overall topic) that apply to given research situation Revises topic based on initial search of available resources to refine the topic and make it more manageable	**Revises the topic as needed to arrive at a manageable topic for a given research situation**
Process of Inquiry / Plan	Develops a plan for following an inquiry process to ask questions and find evidence to answer questions about a research topic	Develops a research plan with a timeline for following an inquiry process to ask questions and find evidence to answer questions about a research topic	Develops a research plan and timeline for following the inquiry process and completing an appropriate final product

WONDER			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Questions and Predicted Answers • Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry • Writes questions that would lead to an inquiry independently based on key ideas or areas of focus • Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison) Thesis and Hypothesis • Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis			
Questions	**Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry**	**Writes questions that would lead to an inquiry independently based on key ideas or areas of focus**	**Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)**
Predicted Sources and Answers	Determines what information is needed to support the investigation and answer the questions	Determines what sources will most likely offer quality information that will answer the research questions	Predicts the answers and different perspectives that will most likely be discovered through the investigation Determines the sources that will most likely provide answers and diverse perspectives
Hypothesis / Tentative Thesis	Forms tentative thesis about main ideas with guidance For science topics, forms hypothesis (“if. . .then” statement) that can be “tested” through research or experiment/experience	**Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis**	Plans inquiry to test hypothesis or validate tentative thesis

<table>
<tr><th colspan="3">INVESTIGATE</th><th>Standard 1.1</th></tr>
<tr><th>Indicator</th><th>Grade 6</th><th>Grade 7</th><th>Grade 8</th></tr>
<tr><td colspan="4">6-8 Priority Skills
Sources
• Begins to use selected search engines to find appropriate information
• Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
• Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)
• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
• Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness
• Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information
Evidence
• Selects information from multiple sources that answers the research questions
• Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
• Fact checks and verifies all information communicated through websites and social media
• Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
• Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
• Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
• Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)
• Recognizes that own point of view influences the interpretation of information
Making Sense of Information and Notetaking
• Differentiates between important and unimportant details
• Uses both facts and opinions responsibly by identifying and verifying them
• Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source
• Identifies misconceptions and revises ideas as new information is gained
• Provides evidence for logical inferences based on both the explicit and implicit meaning of text
• Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
• Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted</td></tr>
<tr><td>Different Types of Sources / Organization of Information</td><td>Recognizes the organization and use of special sections in the library (e.g., reference, graphic novels, paperbacks)</td><td>Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials

Identifies organizational features within a source that enable locating relevant information (table of contents, menu bar, buttons, index, tabs, chapter and section headings)</td><td>Uses the categorization of materials within Dewey areas to locate resources and browse for additional materials

Identifies organizational features within a source that enable locating relevant information (topic sentences, summary sentences, boxed information, links)</td></tr>
</table>

INVESTIGATE			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
Navigation and Search Strategies	**Begins to use selected search engines to find appropriate information** Participates in supervised use of search engines and pre-selected Web resources to access appropriate information for research **Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves**	Uses organizational systems and electronic search strategies (key words, subject headings) in databases, online catalog, and search engines to locate resources with the closest match to key ideas of topic **Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)**	**Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources** Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars, site map) Uses relevant links within information on a website to access additional online resources
Evaluation, Selection, Curation and Use of Multiple Sources	**Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness** Uses at least two authoritative and credible sources (print, video, or electronic) for research projects	Uses technology resources such as online encyclopedias, online databases, and Web subject directories to locate sources of information on assigned topics in the curriculum	**Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information** Seeks balanced view by using diverse sources to access appropriate material
Evaluation and Selection of Evidence within Sources	Evaluates information within electronic and print sources to determine whether it is inaccurate or misleading Evaluates the accuracy, authority, and perspective of sources and information Reads laterally in the digital environment to gather comprehensive overviews and corroborate information Fact checks and verifies all information communicated through websites **Selects information from multiple sources that answers the research questions**	**Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy** Selects high-quality information from multiple sources that answers the research questions Evaluates the accuracy, authority, validity, and perspective of sources and information Reads laterally in the digital environment to gather comprehensive overviews and perspectives on a topic and corroborate information **Fact checks and verifies all information communicated through websites and social media**	Evaluates quality of information based on usefulness, currency, authority, accuracy and point of view **Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details** **Evaluates the accuracy, authority, validity, perspective, and bias of sources and information** **Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information** Fact checks and verifies all information communicated through websites and social media

INVESTIGATE			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
Perspective / Point of View	Identifies the perspective or point of view of sources Connects the information within a source to the identified perspective/point of view of a source	**Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)**	Evaluates the effect of perspective and point of view on the information in terms of bias, persuasion, and propaganda **Recognizes that own point of view influences the interpretation of information**
Strategies to Make Sense of Information	**Differentiates between important and unimportant details** Summarizes information that answers research questions Relates new information to prior knowledge Makes inferences based on explicit information in text Evaluates the development of an argument or claim and the strength of the supporting evidence provided	**Uses both facts and opinions responsibly by identifying and verifying them** Evaluates and summarizes information that answers research questions Makes logical inferences based on both the explicit and implicit meaning of text **Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source**	**Identifies misconceptions and revises ideas as new information is gained** Differentiates among fact, opinion, and reasoned judgment in a source and corroborates them by researching in multiple sources Understands literal and implied meanings and can place the meaning in a conceptual framework **Provides evidence for logical inferences based on both the explicit and implicit meaning of text** Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence discovered in diverse sources
Capturing Information and Thinking / Notetaking	**Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)** Identifies main ideas in a source and summarizes in own words	Takes notes by paraphrasing, summarizing, identifying key words or concepts, and capturing short direct quotes (using quotation marks) of someone else's words	**Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted**

CONSTRUCT			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Organization of Gathered Information • Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion Interpretations and Conclusions • Interprets information and ideas by defining, classifying, and inferring • Combines information and weighs evidence to draw conclusions and create meaning • Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning			
Organization of Information to Construct Meaning	Organizes notes and ideas and develops an outline, mind map, or graphic organizer using both print and electronic tools	**Uses common organizational patterns (e.g., chronological order, cause and effect, compare/ contrast) to organize information in order to draw conclusion**	Organizes and re-organizes information in order to develop an overall conceptual understanding, draw conclusions, construct arguments or claims, or develop persuasive products
Interpretation and Synthesis of Information	**Interprets information and ideas by defining, classifying, and inferring**	Questions the differences between sources and seeks additional sources to resolve Interprets information and ideas by defining, classifying, inferring, resolving differences, and verifying evidence Compares information to previous knowledge and assumptions about the topic	Analyzes disparate points of view discovered in different sources; evaluates the validity of each based on the quality of evidence provided Compares information gained (through research or experiment/experience) to tentative thesis or hypothesis; revisits and revises thesis/hypothesis as appropriate
Conclusions	Combines information and weighs evidence to draw conclusions	**Combines information and weighs evidence to draw conclusions and create meaning**	Draws conclusions based on explicit and implied information Uses validated facts, opinions, and reasoned judgments appropriately in drawing own conclusions
Claims / Opinions / Point of View	Recognizes when opinions and point of view are not supported by the evidence	Forms opinions and judgments backed up by supporting evidence and clear reasoning Recognizes when others have different opinions and assesses their evidence with an open mind	**Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning** Responds to conflicting opinions that are backed up by evidence by re-assessing and perhaps changing own opinion

EXPRESS			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Organization for Expression • Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims Product and Presentation • Presents conclusions and supporting facts in a variety of ways • Creates products for authentic reasons and audiences • Cites all sources used according to local style formats			
Organization of Information to Express / Present Meaning for Different Purposes	Develops a line of argument or claim with a line of reasoning and clear supporting evidence Organizes information to provide a clear explanation of the topic with main ideas and details to raise awareness	Develops a line of argument or claim with a line of reasoning and clear supporting evidence Organizes information to provide a clear explanation of the topic with main ideas, details, conclusions, and opinions to persuade others to accept conclusions	**Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims** Organizes information to provide a clear explanation of the topic with main ideas, details, conclusions, and opinions to emphasize own judgment of implications/effects
Product and/ or Presentation: Audience / Level of Complexity / Format / Technology	Drafts the presentation/product tailored to the audience Uses pre-writing to discover alternative ways to present conclusions **Presents conclusions and supporting facts in a variety of ways**	Publishes final product for a particular audience and purpose Identifies and uses a technology tool to organize information, create a product, and enhance communication	**Creates products for authentic reasons and audiences** Identifies and uses a variety of technology tools, including Web-based interactive tools, to organize information, create a product, and enhance communication
Revision Based on Self-Assessment and Feedback	Assesses own work and begins to develop own revision process	Uses established criteria or collaborates with classmates and teacher to develop criteria for assessment	Uses two or three strategies to revise product based on self-assessment, teacher feedback, and peer feedback
Academic Integrity	**Cites all sources used according to local style formats** Provides citations to information and visuals gathered from specific sources or authors	**Cites all sources used according to local style formats** Provides citations to information and visuals gathered from specific sources or authors	**Cites all sources used according to local style formats** Provides citations to information and visuals gathered from specific sources or authors

Grades 6 - 8 • Continuum

REFLECT			**Standard 1.1**
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Assessment of Learning Experience • Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry • Reflects on own emotional and intellectual experience through the process of inquiry Assessment of Personal Strengths • Identifies own strengths (academic, social, and emotional) and sets goals for improvement			
Assessment of New Learning and Experience of Inquiry	Reflects on new understandings about the topic gained through the research Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry Reflects on effectiveness of final product and presentation Reflects on own intellectual experience through the process of inquiry	Compares new understandings about the topic gained through the research with knowledge at the beginning of the inquiry **Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry** Reflects on and evaluates effectiveness of final product and presentation Reflects on own emotional and intellectual experience through the process of inquiry	Identifies new understandings about the topic gained through the research Evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry Evaluates the effectiveness of final product and presentation **Reflects on own emotional and intellectual experience through the process of inquiry**
Personal Strengths and Goals for Improvement in Process and Product	**Identifies own strengths (academic, social, and emotional) and sets goals for improvement**	Identifies own strengths (academic, social, and emotional) and sets goals for improvement	Identifies own strengths (academic, social, and emotional) and sets goals for improvement
Recognition of Gaps in Knowledge and New Questions	Recognizes aspects of the topic not yet explored and asks new questions that could be pursued through continued personal exploration	Recognizes aspects of the topic not yet explored and asks new questions that could be pursued through continued personal exploration	Recognizes aspects of the topic not yet explored and asks new questions that could be pursued through continued personal exploration

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

			Standard 1.2
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Design Thinking • Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement • Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production) • Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model			
Identification of Meaningful and Authentic Problems	Identifies an authentic problem that can be solved through experimentation or a problem-solving process	Identifies an authentic problem that can be solved through experimentation or a problem-solving process	Identifies an authentic problem that can be solved through experimentation or a problem-solving process
Selection of Resources for Experiential and Design-driven Learning	**Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement** Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)	Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement **Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)**	Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)
Generation of Potential Ideas for Solving Problems	Forms hypothesis to be tested or conceptualizes the desired result of the investigation or creation experience	Forms hypothesis to be tested or conceptualizes the desired result of the investigation or creation experience	Forms hypothesis to be tested or conceptualizes the desired result of the investigation or creation experience

			Standard 1.2
Indicator	Grade 6	Grade 7	Grade 8
Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration	Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution, testing the results, modifying the solution when needed, and determining the validity of the hypothesis or the quality of the solution	Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution, testing the results, modifying the solution when needed, and determining the validity of the hypothesis or the quality of the solution	**Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model**

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

			Standard 2.1
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Response to Literature • Participates in literary discussions, special literary programs, and book clubs Visual Literacy • Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning Media Literacy • Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals) • Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)			
Reader / Viewer Experience and Response to Literature	Recognizes similarities and differences among authors writing on the same theme **Participates in literary discussions and book clubs** Compares the written version of a literary work with audio, filmed, staged, or digital versions	Recognizes the creator's point of view; recognizes that there are diverse points of view that lead to different insights **Participates in literary discussions and book clubs** Compares and contrasts the written version of a literary work with audio, filmed, staged, or digital versions	Creates and shares reading experiences and responses in a variety of ways and formats **Participates in literary discussions, special literary programs, and book clubs** Evaluates the impact of the written version of a literary work compared to the impact of audio, filmed, staged, or digital versions

			Standard 2.1
Indicator	Grade 6	Grade 7	Grade 8
Visual Literacy	Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather main ideas and details Integrates main ideas and details from visual texts with main ideas and details from print texts	**Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning** Integrates information/meaning from visual texts with information/meaning from print texts	Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to draw information and meaning Recognizes the impact of point of view on visual text in photographs and videos Integrates information/meaning from visual texts with information/meaning from print texts
Media Literacy	Evaluates the advantages/disadvantages of different media formats in terms of the purpose and content Identifies the differences in thinking required by different media formats **Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)**	Evaluates the advantages/disadvantages of different media formats in terms of the purpose and content Identifies the differences in thinking required by different media formats and different purposes (e.g., entertainment vs. persuasion) Deconstructs media claims and arguments by looking at logical fallacies and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)	Evaluates the advantages/disadvantages of different media formats in terms of the purpose, content, and intended audience Identifies the differences in thinking required by different media formats, purposes, and intended audiences **Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)**

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

			Standard 2.2
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Multiple Literacy Presentation • Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) • Determines the purpose and intended audience of a media presentation • Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation • Matches language of presentation with audience, purpose, complexity of the content, and intended impact			
Presentation Purpose, Audience, and Skills	Determines the purpose and intended audience of a media presentation Organizes the content according to the purpose and audience **Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)** Matches language of presentation with audience and purpose	**Determines the purpose and intended audience of a media presentation** Organizes the content according to the purpose, audience, and characteristics of the medium chosen for a presentation Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) Matches language of presentation with audience, purpose, and complexity of the content	Determines the purpose and intended audience of a media presentation Organizes the content according to the purpose, audience, characteristics of the medium chosen for a presentation, and intended impact on the audience Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) **Matches language of presentation with audience, purpose, complexity of the content, and intended impact**
Use of Multiple Literacy Presentation and Sharing Tools	Uses the language of the medium (e.g., use of color, pace, visuals) and the characteristics of the technology tool to create and deliver an effective presentation Selects tools that are most appropriate for different purposes	**Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation** Adapts tools for different purposes	Uses the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals) and the characteristics of the technology tool to create and deliver an effective presentation Adapts tools for different purposes

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

			Standard 3.1
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Learning from Diverse and Credible Points of View • Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information • Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives • Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos) Civic Reasoning • Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others • Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates • Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit			
Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Incorporate a Global Perspective	Recognizes that learning is a social and civic responsibility Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives **Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information** Recognizes the differences among sources of information and the resultant responsibility to vary critical evaluation strategies by type of source (e.g., authoritative websites, fringe or fake websites)	Recognizes that learning is a social and civic responsibility I**dentifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives** Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information Demonstrates critical evaluation strategies that are appropriate for various types of digital sources (e.g., authoritative websites, fringe or fake websites, blogs, viral videos)	Recognizes that learning is a social and civic responsibility Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives Evaluates and compares the authority, credibility, accuracy (by fact-checking), point of view, and bias of all sources of information **Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)** Compares online resources to seek global perspective

Grades 6 - 8 • Continuum

			Standard 3.1
Indicator	Grade 6	Grade 7	Grade 8
Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information	Discusses the concept of the rights and responsibilities inherent in freedom of expression and the role that this freedom plays in democracy **Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others** Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates	Discusses the concept and specific examples of the rights and responsibilities inherent in freedom of expression and the role that this freedom plays in democracy Expresses own opinion (with reasons) in an appropriate manner, even when the opinion differs from the ideas of others Listens carefully to the reasoning and ideas of others and changes own opinion when those ideas have merit **Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates**	Generates examples of the rights and responsibilities inherent in freedom of expression and the role that this freedom plays in democracy Expresses own opinion (with evidence and reasoning) in an appropriate manner, even when the opinion differs from the ideas of others **Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit** Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

			Standard 3.2
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Collaboration • Expresses own ideas clearly and builds on the ideas of others • Engages effectively in collaborative discussions with diverse groups • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences			
Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems	Uses multimedia tools to collaborate and exchange information Engages effectively in collaborative discussions with diverse groups **Expresses own ideas clearly and builds on the ideas of others**	Uses multimedia tools to collaborate and exchange information **Engages effectively in collaborative discussions with diverse groups** Expresses own ideas, conclusions, and reasoning clearly and builds on the ideas of others	Uses multimedia tools to collaborate and exchange information Engages effectively in collaborative discussions with diverse groups Expresses own ideas, conclusions, and reasoning clearly and builds on the ideas of others **Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences**
Respect and Acknowledgment of Ideas and Contributions of Others	Demonstrates tolerance for different opinions Encourages team members to share ideas and opinions	Considers divergent and opposing viewpoints on topics	Helps to organize and integrate contributions of all group members into projects

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

			Standard 3.3
Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Intellectual Property Rights • Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) Safe and Ethical Use of Technology • Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly • Checks the validity of all information and avoids the spread of misinformation on social media • Demonstrates understanding of a digital footprint and constructs own footprint accordingly • Observes Internet safety procedures, including safeguarding personal information and equipment			
Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism	Avoids plagiarism by citing information and crediting sources in correct bibliographic format Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators and using images and print within the guidelines of Fair Use)	Avoids plagiarism by citing information and crediting sources in correct bibliographic format Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)	Gathers and uses information ethically by citing all information that is specific to a source or author rather than common knowledge among multiple sources Credits all sources used in correct bibliographic format Discusses copyright related to safe and responsible use of information and communication technology **Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)**

Grades 6 - 8 • Continuum

Standard 3.3			
Indicator	Grade 6	Grade 7	Grade 8
Safe, Ethical and Responsible Use of Information and Technology • Ethical Decisions • Netiquette • Cyberbullying • Cybersafety	**Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly** Checks the validity of all information and avoids the spread of misinformation Discusses privacy related to safe and responsible use of information and communication technology Recognizes inappropriate online behavior and cyberbullying and develops strategies to deal with those situations Demonstrates understanding of a digital footprint and constructs own footprint accordingly	Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly **Checks the validity of all information and avoids the spread of misinformation on social media** Observes Internet safety procedures, including safeguarding personal information and equipment Discusses security, privacy and downloading related to safe and responsible use of information and communication technology Uses programs and Internet sites responsibly, efficiently, and ethically **Demonstrates understanding of a digital footprint and constructs own footprint accordingly**	Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly Checks the validity of all information before sharing on social media **Observes Internet safety procedures, including safeguarding personal information and equipment** Demonstrates understanding of identity theft and strategies for protection against it Recognizes gender stereotypes and evaluates online information and own work to counter gender biases Demonstrates understanding of a digital footprint and constructs own footprint accordingly

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Standard 4.1

Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Personal Exploration and Independent Reading and Learning • Sets reading goals and reads independently • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level • Explores opportunities to prepare for the future, including higher education, career training, vocational training Social and Emotional Growth • Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills] • Demonstrates respect for diverse people and perspectives [social awareness] • Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness] • Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] • Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]			
Personal Exploration	Identifies and pursues personal interests by reading widely in diverse formats and media Reads a variety of genres in print and electronic format Explores opportunities to prepare for the future, including higher education, career training, vocational training **Sets reading goals and reads independently** Uses skills of inquiry without prompting from teacher to explore ideas of interest Employs critical thinking as both a consumer and a creator of information	**Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level** Explores opportunities to prepare for the future, including higher education, career training, vocational training Sets reading goals and reads independently Independently locates and selects information for personal, hobby, or vocational interests Employs critical thinking as both a consumer and a creator of information	Experiments with various types of multimedia software and online applications for artistic and personal expression **Explores opportunities to prepare for the future, including higher education, career training, vocational training** Sets reading goals and reads independently Pursues learning in depth about topics of interest using inquiry skills and multiple sources and formats Employs critical thinking as both a consumer and a creator of information

			Standard 4.1
Indicator	Grade 6	Grade 7	Grade 8
Social and Emotional Growth / Dispositions for Learning	Empathizes with literary characters, peers, and people in the local and global community by placing them in context [social awareness] Identifies own strengths and preferences in terms of future career [self-awareness] **Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]** **Demonstrates respect for diverse people and perspectives [social awareness]** Demonstrates initiative by setting reading and learning goals and perseverance by managing own progress toward achieving those goals [self-management] Demonstrates initiative and risk-taking when deciding to act or participate in collaborative activities after assessing the current situation, getting feedback from others, and considering own ethical and social responsibilities [responsible decision-making]	**Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]** Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] Builds trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] Demonstrates respect for diverse people and perspectives [social awareness] Demonstrates initiative by setting specific reading and learning goals and perseverance by managing own progress toward achieving those goals [self-management] Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]	Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness] **Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]** Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills] Demonstrates respect for diverse people and perspectives [social awareness] Demonstrates initiative by setting ambitious reading and learning goals and perseverance by managing own progress toward achieving those goals [self-management] Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making] **Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]**

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Standard 4.2

Indicator	Grade 6	Grade 7	Grade 8
6-8 Priority Skills Self-Identity and Confidence • Exhibits effective skills in sharing knowledge gained through personal and academic pursuits • Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive • Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate Commitment to Act • Takes a leadership role in collaborative groups			
Development of Agency Through Self-Identity and Confidence	Builds own knowledge and skills of learning in personal areas of interest and academic content Recognizes that personal identity is comprised of multiple facets; develops the facets that are the most satisfying and identity-confirming Displays self-confidence in forming and sharing own opinion and ideas **Exhibits effective skills in sharing knowledge gained through personal and academic pursuits**	Builds own knowledge and skills of learning in personal areas of interest and academic content **Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive** Displays self-confidence in forming and sharing own opinion and ideas, even when those ideas are different from or conflict with the ideas of others Exhibits effective skills in sharing knowledge gained through personal and academic pursuits via conversations, presentations, and/or the use of technology	Builds own knowledge and skills of learning in personal areas of interest and academic content Discovers and develops new talents and interests and aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive **Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate** Exhibits effective skills in sharing knowledge and creative products developed through personal and academic pursuits via conversations, presentations, and/or the use of technology
Commitment to Share, Advocate for Change, and/or Take Social Action	Takes a leadership role in collaborative groups Identifies a problem or issue, shares research information to raise awareness of the issue, and takes appropriate actions	Takes a leadership role in collaborative groups Identifies a problem or issue, shares research information to raise awareness of the issue, helps group identify ways to address the issue, and collaborates to take appropriate actions	**Takes a leadership role in collaborative groups** Identifies a problem or issue, shares research information to raise awareness of the issue, identifies ways to address the issue individually or collaboratively, and creates opportunities for collaborative advocacy or action to implement those ideas

EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Continuum with Priority Skills

Grades 9 - 12

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Background and Key Words • Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research • Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sourcesTopic • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest • Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry • Explores problems or questions for which there are multiple answers or no "best" answer		
Interest / Prior Knowledge	Identifies gaps and misconceptions in prior knowledge about the problem or question Examines own assumptions about the topic to determine which are supported by valid prior knowledge and which must be verified during research	Develops the ability to find an area of interest in any topic of study by looking for connections to own interests and gaps in prior knowledge Examines own assumptions and prior knowledge about the topic to determine which are valid and which must be verified during research
Background Knowledge: Overview/Context/ Key Ideas	Reads background information in more than one source to get a comprehensive, multi-perspective, and complex view of the overall topic **Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research** Maintains a list of effective search terms and their results throughout the process of inquiry	Verifies the accuracy of what is known about the problem or question by reading background information from several sources **Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources** Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research

CONNECT		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
Topic	**Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest** **Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry**	Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest Asks, "What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices? **Explores problems or questions for which there are multiple answers or no "best" answer** Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
Process of Inquiry / Plan	Develops a plan and timeline for following the inquiry process to research this topic, given the expected level of complexity and final product for the assignment	Develops a flexible plan and timeline for following the inquiry process to research this topic and explore diverse perspectives, given the expected level of complexity and final product for the assignment

WONDER		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Questions and Predicted Answers • Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue) • Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives Thesis and Hypothesis • Plans inquiry to test hypothesis systematically or gather evidence to validate thesis		
Questions	**Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)**	**Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives**
Predicted Sources and Answers	Determines the kind of information needed to investigate the complexities of the topic and whether different points of view will be important Predicts the sources or types of sources that will lead to the most relevant information for this topic	Uses prior knowledge, understanding of essential ideas and questions, and comprehensive background information to make predictions about specific information and potential sources that will answer questions, provide diverse perspectives, and lead to a critical examination of the topic
Hypothesis / Tentative Thesis	Based on prior and background knowledge and inquiry questions, develops an hypothesis to be tested or a tentative thesis to be validated **Plans inquiry to test hypothesis systematically or gather evidence to validate thesis**	Based on prior and background knowledge and inquiry questions, develops an hypothesis to be tested or a tentative thesis to be validated Plans inquiry to test hypothesis systematically or gather evidence to validate thesis

"A lifetime of inquiry begins with a single moment of wonder."

INVESTIGATE		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12

9-12 Priority Skills

Sources

- Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions
- Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Evidence

- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view
- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias
- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

Making Sense of Information and Notetaking

- Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)
- Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product

INVESTIGATE		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
Different Types of Sources / Organization of Information	**Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective** Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions **Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions**	Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective **Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions** Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions
Navigation and Search Strategies	Adjusts search strategies by comparing information gathered with the problem or question to detect gaps and additional areas to pursue **Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources** Uses a variety of search terms, including key names and ideas, synonyms, and related terms, to access information in multiple sources	**Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives**
Evaluation, Selection, Curation, and Use of Multiple Sources	Uses technology resources such as the online catalog, online encyclopedias, online databases, Web subject directories, and links from valid Websites to locate primary and secondary information on topics of inquiry Seeks, evaluates, and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively **Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness** Uses specialized reference materials to find specific and in-depth information	Seeks, evaluates, and uses many different sources in a variety of formats to obtain balanced and complex information and to fill information needs effectively **Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail** Evaluates sources for authority, currency, relevance, comprehensiveness, and perspective Extends search beyond readily available sources to ensure accuracy and comprehensiveness

Grades 9 - 12 • Continuum

INVESTIGATE		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
Evaluation and Selection of Evidence within Sources	Uses digital search strategies and navigation skills to locate digital information Analyzes evidence for explicit and implicit meaning; makes logical inferences about implicit meanings **Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view** **Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias** Recognizes difference between sponsored content, opinion-based content, and informational/news content	Uses digital search strategies and navigation skills to locate digital information Pursues a balanced perspective by evaluating information based on authority, accuracy, point of view, and reliability **Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives** Evaluates, paraphrases, summarizes and interprets information that answers research questions and gives an accurate picture of the research topic Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias Recognizes difference between sponsored content, opinion-based content, and informational/news content **Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)**
Perspective / Point of View	Evaluates the impact of perspective on the information in both primary and secondary sources Pursues a balanced perspective of fact, opinion, and different points of view Recognizes the difference between point of view (characteristics or role of person or organization viewing a topic or issue) and perspective (attitude toward a topic or issue) **Analyzes the impact of point of view, perspective, and purpose on the information provided by a source**	Seeks resources with diverse opinions and points of view and evaluates them carefully, particularly on controversial, historical or culturally based topics **Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias** Counters the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective

INVESTIGATE		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
Strategies to Make Sense of Information	Recognizes statements that can be verified Analyzes the explicit and implicit meaning of text and makes logical inferences from implicit meanings **Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information** Uses text structures to derive relationships among ideas and deeper or more subtle meaning (signal words; patterns such as cause/effect, comparison, sequence; foundational vs. detailed information) Summarizes the major ideas in texts, making clear the relationships among main ideas and supporting details	Recognizes that even accurate facts can be misleading if relevant facts are omitted or if context is not provided Draws meaning from text on both a literal and an abstract level Organizes the information gathered to determine how well it answers the research questions Maintains an open attitude about new areas of the subject that were previously unknown or overlooked Independently recognizes gaps in information (based on the complexity of the problem or question) Seeks credible information to fill gaps and provide context Summarizes the major concepts in complex texts **Challenges ideas in text and makes notes of questions to pursue in additional sources**
Capturing Information and Thinking / Notetaking	**Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)** Takes notes to answer questions by recording key phrases or simple facts, paraphrasing, summarizing, or selecting short segments to quote Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product Uses collaborative and independent digital tools to record and organize information	Categorizes information; adds new categories as necessary; explores connections among categories Takes notes to answer questions by recording key phrases or simple facts, paraphrasing, summarizing, or selecting short segments to quote from multiple and diverse sources **Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product**

CONSTRUCT		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Organization of Gathered Information • Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered • Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence Interpretations and Conclusions • Draws clear and appropriate conclusions supported by evidence and examples • Builds a conceptual framework by synthesizing ideas gathered from multiple sources • Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning		
Organization of Information to Construct Meaning	**Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered** Organizes notes and ideas using both print and electronic tools to create the most appropriate organizational pattern to express the connections and patterns Combines ideas and information o develop and demonstrate new understanding, develop a line of argument, make a claim, or express a point of view	Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered and recognition of competing or conflicting information that is supported by credible evidence Recognizes competing interpretations of historical events and issues and the reasons for those differences **Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence**
Interpretation and Synthesis of Information	Understands and builds on the ideas of others Critically examines and analyzes relevant information from a variety of sources to discover relationships among ideas Connects the meaning from one digital text to another to gain a comprehensive understanding about a topic of interest	Identifies and addresses previously held misconceptions Analyzes different points of view and determines best supported point of view by sorting and sifting evidence Assesses the strength of different perspectives by evaluating the supporting evidence for each Analyzes and evaluates claims and arguments by assessing the type of reasoning (e.g., logic and logical fallacies, belief systems, philosophies) and the strength of the supporting evidence **Builds a conceptual framework by synthesizing ideas gathered from multiple sources**
Conclusions	**Draws clear and appropriate conclusions supported by evidence and examples**	Draws clear and appropriate conclusions supported by evidence, examples, and evaluation of different points of view and perspectives
Claims / Opinions / Point of View	Identifies own opinions about the topic being researched at the beginning of inquiry Reflects on notes to identify own responses to the information gathered during the process of inquiry Forms own opinions, judgments, and claims by evaluating the strength and quality of the evidence and own responses	Modifies original opinions based on the evidence gathered during the process of inquiry **Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning** Changes own ideas based on the ideas of others

EXPRESS		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Organization for Expression • Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence Product and Presentation • Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience • Publishes final product for an authentic audience and real-world application • Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary • Cites all sources used according to standard style formats • Embeds citations to specific information, visuals, or sound when appropriate		
Organization of Information to Express / Present Meaning for Different Purposes	Uses lines of reasoning and evidence to develop arguments, claims, conclusions, or opinions that are appropriate for the purpose of the inquiry	**Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence** Communicates new understandings through designing, inventing, composing, transplanting and constructing
Product and/ or Presentation: Audience / Level of Complexity / Format / Technology	**Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience** Identifies and uses a variety of technology tools, including web-based interactive tools, to organize information, create a product, and enhance communication with a real-world application	Chooses the most appropriate format, tone, language and technology to communicate ideas clearly in real world formats to different audiences Presents conclusions, opinions, arguments, claims, or different perspectives with a line of reasoning and credible supporting evidence Communicates new understandings through creative thought processes of designing, inventing, composing, transplanting and constructing **Publishes final product for an authentic audience and real-world application**
Revision Based on Self-Assessment and Feedback	Selects and uses multiple strategies to revise own product based on self-assessment, teacher feedback, and peer feedback	**Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary**
Academic Integrity	**Cites all sources used according to standard style formats** **Embeds citations to specific information, visuals, or sound when appropriate** Ensures that all completed products are plagiarism-free and all visuals and sound are used within copyright provisions	Cites all sources used according to standard style formats Embeds citations to specific information, visuals, or sound when appropriate Ensures that all completed products are plagiarism-free and all visuals and sound are used within copyright provisions

REFLECT		**Standard 1.1**
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Assessment of Learning Experience • Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. Assessment of Personal Strengths • Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future		
Assessment of New Learning and Experience of Inquiry	**Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.**	Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. – with suggestions to self about specific ways to improve in the future
Personal Strengths and Goals for Improvement in Process and Product	Identifies own strengths (academic, social, and emotional) and sets goals for improvement Determines specific actions, skills, or dispositions to develop in future inquiry investigations	**Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future** Determines specific actions, skills, or dispositions to develop for more effective learning experiences (both personal and academic) in the future
Recognition of Gaps in Knowledge and New Questions	Recognizes aspects of the topic and related topics not yet explored and asks new questions that could be pursued through continued personal exploration	Recognizes aspects of the topic, related topics, and points of conflicting information or controversy not yet explored and asks new questions that could be pursued through continued personal exploration

"Learning is a treasure that will follow its owner anywhere."

– Chinese proverb

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

		Standard 1.2
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Design Thinking • Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement • Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers) • Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model • Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact		
Identification of Meaningful and Authentic Problems	Identifies an authentic problem that can be addressed through experimentation or a problem-solving process Analyzes an authentic problem to determine its component parts and areas for potential change/correction	Identifies an authentic problem that can be addressed through experimentation or a problem-solving process Analyzes an authentic problem to determine its component parts and areas for potential change/correction
Selection of Resources for Experiential and Design-Driven Learning	**Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement** Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)	Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement **Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)**
Generation of Potential Ideas for Solving Problems	Brainstorms potential solutions to component parts of the identified authentic problem Identifies potential barriers of alternative solutions Forms hypothesis to be tested or conceptualizes the desired result of the investigation or creation experience	Brainstorms potential solutions to the identified authentic problem Identifies potential barriers or unintended consequences of alternative solutions Forms hypothesis to be tested or conceptualizes the desired result of the investigation or creation experience

Grades 9 - 12 • Continuum

		Standard 1.2
Indicator	Grades 9 - 10	Grades 11 - 12
Development of Best Solutions and Models Through Experience, Creation, Testing, Feedback, and Iteration	Brainstorms alternative ways to experiment or construct solutions Determines criteria to test the viability of each potential solution **Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model** Publishes or presents the solution/model with evidence or line of reasoning about the expected impact Records evidence of problem-solving process	Brainstorms alternative ways to experiment or construct solutions Determines criteria to test the viability of each potential solution Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model that could be applied in the real world, testing or getting feedback on the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model **Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact** Records evidence of problem-solving process

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

		Standard 2.1
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Response to Literature • Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products) • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) Visual Literacy • Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning • Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality Media Literacy • Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) • Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others		
Reader / Viewer Experience and Response to Literature	Establishes own reading goals that include exposure to a variety of genres and formats Participates in and leads literary discussions and book clubs **Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)**	**Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)** Evaluates accuracy and authenticity of fiction works by comparing to nonfiction works on same subject Participates in and leads literary discussions and book clubs Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)

Grades 9 - 12 • Continuum

		Standard 2.1
Indicator	Grades 9 - 10	Grades 11 - 12
Visual Literacy	**Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning** Interprets and evaluates the effect of visual characteristics (e.g., color, perspective, focal point, symbols, spatial relationships, balance, texture) on the perceived meaning	Recognizes the effect of prior knowledge and experiences, feelings, and emotions on the perceived meaning of visual images **Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality**
Media Literacy	Participates effectively (both individually and collaboratively) in online learning platforms Determines the purpose, intended audience, perspective, and intended message of media presentations **Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)** Evaluates the content, language, delivery techniques, credibility, and authority of a media message in order to determine level of trust with the creator and the information Manages distractions from multimedia elements (e.g., text, images, sound, video, advertisements, symbols, icons) Uses personal devices to enhance and share learning Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others Recognizes that own experiences, beliefs, and perceptions influence the meaning drawn from media messages	Participates effectively (both individually and collaboratively) in online learning platforms Determines the purpose, intended audience, perspective, and intended message of media presentations Recognizes that media are a part of culture and function as agents of socialization and the democratic exchange of ideas Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) Evaluates the content, language, delivery techniques, credibility, and authority of a media message in order to determine level of trust with the creator and the information Manages distractions from multimedia elements (e.g., text, images, sound, video, advertisements, symbols, icons) Uses personal devices to enhance and share learning **Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others** Recognizes that own experiences, beliefs, and perceptions influence the meaning drawn from media messages

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

		Standard 2.2
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Multiple Literacy Presentation • Retrieves and uses images, sound, and visual media according to ethical and legal standards • Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth • Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance		
Presentation Purpose, Audience, and Skills	Accesses Creative Commons and public domain images through multiple platforms Selects appropriate images and visual media by considering purpose, meaning, visual impact, and audience Recognizes that the construction and delivery of media messages is influenced by own experiences, beliefs, and perceptions	Accesses Creative Commons and public domain images through multiple platforms Selects appropriate images and visual media by considering purpose, meaning, image type, aesthetic characteristics, visual impact, and audience Recognizes that the construction of media messages is influenced by own experiences, beliefs, and perceptions
Use of Multiple Literacy Presentation and Sharing Tools	Expresses conclusions and own ideas by designing and creating products in a variety of formats **Retrieves and uses images, sound, and visual media according to ethical and legal standards** Assesses and revises own products by using the criteria of clarity, accuracy, relevance, and sufficiency Delivers presentations with self-confidence, clarity, and attention to the intended impact on the audience	Expresses own ideas by designing and creating products in a variety of formats Retrieves and uses images, sound, and visual media according to ethical and legal standards **Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth** **Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance**

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

		Standard 3.1
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Learning from Diverse and Credible Points of View • Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives • Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos) Civic Reasoning • Demonstrates tolerance for different viewpoints		
Social and Civic Responsibility to Learn from Diverse and Credible Points of View that Challenge Assumptions and Incorporate a Global Perspective	Recognizes that continuous and self-directed learning is a social and civic responsibility Evaluates and uses multiple resources as a general rule to seek a balanced and global perspective **Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives** Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)	Recognizes that continuous and self-directed learning is a social and civic responsibility Reads/listens to works of international and multicultural authors Considers all sides and cultural contexts of issues and evaluates them carefully, particularly on controversial or culturally based topics **Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)** Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives Recognizes when a media item has gone viral, understands how it is produced, evaluates the content and effect of the item, comprehends how viral events shape society, and shares findings with other individuals

Grades 9 - 12 • Continuum

		Standard 3.1
Indicator	Grades 9 - 10	Grades 11 - 12
Demonstrated Understanding that Democracy Is Built on Intellectual Freedom, Civic Reasoning, and Equitable Access to Information	Demonstrates tolerance for different viewpoints Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies) Recognizes the impact of filter bubbles Uses media equitably and ethically Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates Demonstrates understanding that democracy is based on intellectual freedom	**Demonstrates tolerance for different viewpoints** Can explain First Amendment rights and knows the process available to defend those rights Seeks alternative sources of information and respects the guidelines for access in all environments (public libraries, museums, cultural institutions, agencies) Uses media equitably and ethically Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates Demonstrates understanding that democracy is based on intellectual freedom

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

		Standard 3.2
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Collaboration • Curates and shares valuable resources with peers • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences		
Collaboration with Others to Exchange Information and Resources, Use Information Effectively, and Solve Problems	Works with others to create and evaluate projects that communicate complex information and ideas **Curates and shares valuable resources with peers**	**Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences** Participates in discussions with others to analyze information problems and to suggest solutions Curates and shares valuable resources with peers
Respect and Acknowledgment of Ideas and Contributions of Others	Respectfully integrates the contributions of all group members into group projects	Respectfully credits and integrates the contributions of all group members into group projects

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

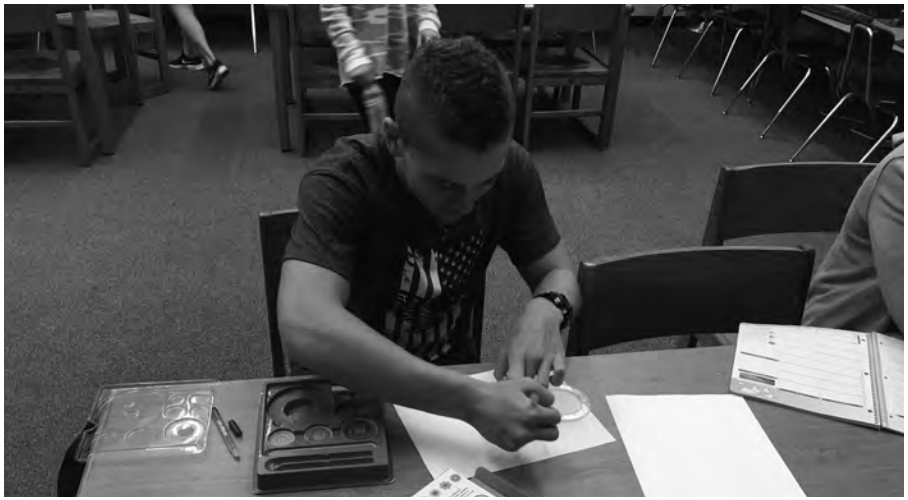
		Standard 3.3
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Intellectual Property Rights • Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary Safe and Ethical Use of Technology • Abides by the Acceptable Use Policy in all respects • Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying • Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks		
Respect for Intellectual Property Rights by Attributing the Sources and Avoiding Plagiarism	Demonstrates awareness of copyright and fair use guidelines and acquires permission from creator when necessary Demonstrates understanding of the concept and consequences of plagiarism	**Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary** Extends respect for intellectual property rights and copyright by crediting sources of ideas as well as directly quoted material
Safe, Ethical and Responsible Use of Information and Technology • Ethical Decisions • Netiquette • Cyberbullying • Cybersafety	**Abides by the Acceptable Use Policy in all respects** Uses programs and Internet sites responsibly, efficiently, and ethically **Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying** Observes Internet safety procedures including managing digital footprint, safeguarding personal information and equipment, and using privacy controls of popular websites	Abides by the Acceptable Use Policy in all respects Uses programs and Internet sites responsibly, efficiently, and ethically Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying Observes Internet safety procedures including managing digital footprint, safeguarding personal information and equipment, and using privacy controls of popular websites **Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks**

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

		Standard 4.1
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Personal Exploration and Independent Reading and Learning • Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career • Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training Social and Emotional Growth • Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] • Demonstrates respect and empathy for diverse people and perspectives [social awareness] • Develops a growth mindset [self-management] • Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]		



Grades 9 - 12 • Continuum

Standard 4.1		
Indicator	Grades 9 - 10	Grades 11 - 12
Personal Exploration and Independent Reading and Learning	Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum Seeks and locates information about personal interests and usually finds it independently, using the same criteria and strategies used for academic information seeking Explores opportunities to prepare for the future, including higher education, career training, vocational training **Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context** Sets reading goals and reads a variety of fiction and nonfiction materials in various formats Pursues learning in depth about areas of interest using inquiry skills and multiple sources and formats Personalizes learning by selecting topics of interest, selecting own resources and technology, and developing specific skills needed to learn successfully	Reads for pleasure, to learn, to solve problems, and to explore new ideas beyond the required curriculum Applies technology productivity tools to meet personal needs and establish a responsible online personal presence **Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career** **Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training** Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context Sets reading goals and reads a variety of fiction and nonfiction materials in various formats Pursues learning in depth about areas of interest using inquiry skills and multiple sources and formats Personalizes learning by selecting topics of interest, selecting own resources and technology, and developing specific skills needed to learn successfully

		Standard 4.1
Indicator	Grades 9 - 10	Grades 11 - 12
Social and Emotional Growth / Dispositions for Learning	Reflects on own strengths and shortcomings, learns from mistakes or failures, and displays resilience by movIng forward in a positive and beneficial way [self-awareness] **Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]** **Demonstrates respect and empathy for diverse people and perspectives [social awareness]** Demonstrates initiative by setting reading and learning goals and managing own progress toward achieving those goals [self-management] Develops a growth mindset [self-management] Demonstrates commitment and perseverance by pursuing academic and personal learning until a goal is attained [self-management] Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]	Reflects on own strengths and shortcomings, learns from mistakes or failures, and moves forward in a positive and beneficial way [self-awareness] Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] Demonstrates respect and empathy for diverse people and perspectives [social awareness] Demonstrates initiative by setting reading and learning goals and managing own progress toward achieving those goals [self-management] **Develops a growth mindset [self-management]** Demonstrates commitment and perseverance by pursuing academic and personal learning until a goal is attained [self-management] **Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]**

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

		Standard 4.2
Indicator	Grades 9 - 10	Grades 11 - 12
9-12 Priority Skills Self-Identity and Confidence • Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own • Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more acurate information Commitment to Act • Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas • Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well		
Development of Agency Through Self-Identity and Confidence	Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive **Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own** Displays self-confidence in modifying own knowledge and opinions when confronted with more accurate information and/or persuasive arguments from peers	Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive Displays self-confidence in forming, sharing, and justifying own opinions, ideas, reasoning, and creative products with authentic audiences and peers **Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information**
Commitment to Share, Advocate for Change, and/or Take Social Action	Takes a leadership role in collaborative groups and completion of group projects **Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas** Demonstrates confidence and "voice" in speaking and presenting to diverse audiences	**Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well** Engages in researching an authentic problem or issue, collaborates to exchange information and develop solutions/suggested changes to address the issue, presents conclusions and action plan to authentic audience and/or peers, and pursues appropriate advocacy or actions Demonstrates confidence and "voice" in speaking and presenting to diverse audiences

SECTION THREE: PRIORITY SKILLS

You can use the documents in this section if you wish to focus primarily on priority skills and understand how the priorities change and build on each other through the grades. The first chart lays out the entire progression from PK-12; the others are in grade-level bands to enable you to coordinate from one grade level to the next.

Priority Skills: PK-12
Priority Skills: PK-2
Priority Skills: 3-5
Priority Skills: 6-8
Priority Skills: 9-12

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT			**Standard 1.1**
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Interest and Prior Knowledge • Expresses curiosity about topics of personal interest or curricular focus • Connects ideas to own interests • Shares what is known about the general topic to elicit and make connections to prior knowledge **Background and Key Words** • Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic	**Interest and Prior Knowledge** • Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry **Background and Key Words** • Uses a source provided by the teacher to acquire background information • Generates a list of key words for a research-based project with guidance	**Interest and Prior Knowledge** • States and verifies what is known about the problem or question and makes connections to prior knowledge **Background and Key Words** • Identifies key words and ideas that appear in background information and class conversation **Topic** • Revises the topic as needed to arrive at a manageable topic for a given research situation	**Background and Key Words** • Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research • Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources **Topic** • Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest • Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry • Explores problems or questions for which there are multiple answers or no "best" answer

Grades PK - 12 • Priority Skills

WONDER			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Questions and Predicted Answers • Asks questions in response to listening to a variety of texts • With help, begins to develop questions to be answered in shared research • Develops "I wonder" questions with the class while reading or listening to texts about the research topic • Develops "I wonder" questions independently while reading or listening to texts about the research topic	**Questions and Predicted Answers** • Formulates questions for investigation of a topic with guidance • Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help • Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry **Thesis and Hypothesis** • Forms tentative thesis about main ideas with guidance • For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/ experience	**Questions and Predicted Answers** • Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry • Writes questions that would lead to an inquiry independently based on key ideas or areas of focus • Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison) **Thesis and Hypothesis** • Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis	**Questions and Predicted Answers** • Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue) • Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives **Thesis and Hypothesis** • Plans inquiry to test hypothesis systematically or gather evidence to validate thesis

Grades PK - 12 • Priority Skills

INVESTIGATE			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Organization • Recognizes the library has many different kinds of materials and locates the picture book section • With help, begins to use library labels and ABC arrangement of picture books to locate materials • Identifies facts about a topic, idea, or problem • Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization **Sources** • Recognizes that sources can be located in the online catalog by looking up the author, title, or key words • Identifies the author or creator of a website	**Organization** • Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each • Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information **Sources** • Searches the online catalog (author, title, and key words) with assistance to locate materials • With guidance, uses bookmarked websites to find appropriate information • Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic • Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher • Selects and uses an appropriate print, video, or electronic source to answer questions	**Sources** • Begins to use selected search engines to find appropriate information • Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves • Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars) • Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources • Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness • Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information **Evidence** • Selects information from multiple sources that answers the research questions • Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy • Fact checks and verifies all information communicated through websites and social media • Evaluates the accuracy, authority, validity, perspective, and bias of sources and information • Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information	**Sources** • Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective • Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions • Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions • Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources • Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives

Grades PK - 12 • Priority Skills

INVESTIGATE			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Evidence • Identifies facts about a topic, idea, or problem • Distinguishes between fact and opinion • Identifies main ideas and key details in a text • Begins to recognize different points of view of characters in a story **Making Sense of Information and Notetaking** • With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions • Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea	**Evidence** • Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites • Uses navigation tools of pre-selected websites and databases to locate relevant information • Selects evidence that explicitly answers the research questions with main ideas and details • Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning • Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view • Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" • Begins to analyze multiple points of view from multiple sources to determine similarities and differences • With help, begins to ask questions about the text during reading or listening **Making Sense of Information and Notetaking** • Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion • Uses a variety of strategies to determine important ideas • Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose	**Evidence** (Con't) • Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details • Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out) • Recognizes that own point of view influences the interpretation of information **Making Sense of Information and Notetaking** • Differentiates between important and unimportant details • Uses both facts and opinions responsibly by identifying and verifying them • Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source • Identifies misconceptions and revises ideas as new information is gained • Provides evidence for logical inferences based on both the explicit and implicit meaning of text • Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking) • Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted	Sources (con't) • Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness • Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail **Evidence** • Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view • Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives • Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias • Analyzes the impact of point of view, perspective, and purpose on the information provided by a source • Analyzes degrees of bias (from slightly slanted perspective to heavily slated propaganda) and the impact of that bias • Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

INVESTIGATE			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
			Making Sense of Information and Notetaking • Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information • Challenges ideas in text and makes notes of questions to pursue in additional sources. • Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps) • Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product

Grades PK - 12 • Priority Skills

CONSTRUCT			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Organization of Gathered Information • With help, sorts and categorizes "like" and "different" objects • Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information • Sorts books by fiction vs. nonfiction **Interpretations and Conclusions** • Participates in discussions to draw conclusions about a topic or story • Develops own opinion about a topic with evidence to support the opinion	**Organization of Gathered Information** • With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information • With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer **Interpretations and Conclusions** • States the main idea with some supporting details • Identifies facts, details, and inferences that support main ideas • Draws conclusions about research including whether a question was answered or not • Draws a conclusion about the main idea with evidence to support that conclusion • Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up	**Organization of Gathered Information** • Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion **Interpretations and Conclusions** • Interprets information and ideas by defining, classifying, and inferring • Combines information and weighs evidence to draw conclusions and create meaning • Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning	**Organization of Gathered Information** • Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered • Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence **Interpretations and Conclusions** • Draws clear and appropriate conclusions supported by evidence and examples • Builds a conceptual framework by synthesizing ideas gathered from multiple sources • Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning

Grades PK - 12 • Priority Skills

EXPRESS			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Organization for Expression • Organizes information by main ideas and important details **Product and Presentation** • Draws a picture to illustrate a response to a story • Uses emergent writing and drawing to express facts and simple answers to questions • Uses writing process, emergent writing, and drawing to develop expression of new understandings • Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language) • Recognizes the difference between own drawing or creation and someone else's drawing or creation • Recognizes the difference between own ideas and ideas of others • Makes a list of the source(s) used with title and author	**Organization for Expression** • Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it **Product and Presentation** • Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian • Understands concept of "audience"; determines audience before choosing format and creating product • Presents information clearly so that main points are evident • Presents information clearly so that main points and supporting evidence are readily understood by audience • Assesses and revises own work based on teacher-provided criteria • Modifies and revises own work based on feedback from teacher and peers • Provides a bibliography of all sources used according to model provided by teacher	**Organization for Expression** • Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims **Product and Presentation** • Presents conclusions and supporting facts in a variety of ways • Creates products for authentic reasons and audiences • Cites all sources used according to local style formats	**Organization for Expression** • Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence **Product and Presentation** • Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience • Publishes final product for an authentic audience and real-world application • Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary • Cites all sources used according to standard style formats • Embeds citations to specific information, visuals, or sound when appropriate

Grades PK - 12 • Priority Skills

REFLECT			Standard 1.1
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
Assessment of Learning Experience • Asks, "What do I wonder about now?" **Assessment of Personal Strengths** • Identifies own strengths in listening, reading, and learning • Identifies own strengths and sets a goal for improvement	**Assessment of Learning Experience** • Identifies the important features for a good product and presentation • Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry **Assessment of Personal Strengths** • Identifies own strengths and sets goals for improvement	**Assessment of Learning Experience** • Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry • Reflects on own emotional and intellectual experience through the process of inquiry **Assessment of Personal Strengths** • Identifies own strengths (academic, social, and emotional) and sets goals for improvement	**Assessment of Learning Experience** • Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. **Assessment of Personal Strengths** • Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future

Grades PK - 12 • Priority Skills

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge
"We are thinkers and designers."

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Standard 1.2

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Design Thinking • Uses resources and active-learning activities provided by the teacher for learning-driven play • Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play • Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results • Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary	**Design Thinking** • Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed • Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed • Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis	**Design Thinking** • Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement • Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production) • Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model	**Design Thinking** • Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement • Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers) • Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model • Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Standard 2.1

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Response to Literature • Participates in discussions about stories and other texts that have been read aloud • Retells a story with the correct sequence of events using words and pictures • Draws and shares conclusions about main idea of a story • Compares characters in two different stories, or plots in two stories by same author **Visual Literacy** • Gathers information from illustrations and text features **Media Literacy** • Identifies main ideas, facts, details, and opinions expressed through media other than print	**Response to Literature** • Discusses the main idea or theme of a story • Explains the meaning of illustrations and what they add to the words of a story • Uses evidence from stories to discuss characters, setting, plot, time, and place • Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot **Visual Literacy** • Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text **Media Literacy** • Evaluates a media source for accuracy and purpose • Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source	**Response to Literature** • Participates in literary discussions, special literary programs, and book clubs **Visual Literacy** • Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning **Media Literacy** • Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals) • Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)	**Response to Literature** • Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products) • Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information) **Visual Literacy** • Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning • Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality

Standard 2.1			
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
			Media Literacy • Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots) • Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others

"Man's mind, once stretched by a new idea, never regains its original dimensions."

– Oliver Wendell Holmes

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas
"We are readers, writers, and creators in multiple formats."

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

			Standard 2.2
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
	Multiple Literacy Presentation • Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery	**Multiple Literacy Presentation** • Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace) • Determines the purpose and intended audience of a media presentation • Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation • Matches language of presentation with audience, purpose, complexity of the content, and intended impact	**Multiple Literacy Presentation** • Retrieves and uses images, sound, and visual media according to ethical and legal standards • Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth • Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are Citizens"*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Standard 3.1

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Learning from Diverse and Credible Points of View • Listens and responds to multicultural texts from various genres • Compares folktales or stories from different cultures **Civic Reasoning** • Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time	**Learning from Diverse and Credible Points of View** • Verifies information that is presented as "the truth" • Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives **Civic Reasoning** • Engages in conversations with peers to exchange ideas and information about social and civic issues • Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others	**Learning from Diverse and Credible Points of View** • Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information • Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives • Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos **Civic Reasoning** • Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others • Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates • Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit	**Learning from Diverse and Credible Points of View** • Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives • Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos) **Civic Reasoning** • Demonstrates tolerance for different viewpoints

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are Citizens"*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

Standard 3.2

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Collaboration • Participates in collaborative conversations with peers and adults to share ideas and information • Works collaboratively with a small group using technology for research to meet information needs • Respects the ideas of others by listening carefully to them and responding to their ideas • Contributes to group media project to communicate ideas to classmates, families, and others • Participates in shared research and exploration about a topic • Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities	**Collaboration** • Actively contributes to group discussions • Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products • Actively solicits and listens with an open mind to the opinions and ideas of others	**Collaboration** • Expresses own ideas clearly and builds on the ideas of others • Engages effectively in collaborative discussions with diverse groups • Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences	**Collaboration** • Curates and shares valuable resources with peers • Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are Citizens"*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Standard 3.3

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Intellectual Property Rights • Credits authors and resources for information that was used or shared • Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences **Safe and Ethical Use of Technology** • Creates and uses effective username that protects private information • Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology • Identifies behaviors that are examples of cyberbullying and demonstrates effective responses	**Intellectual Property Rights** • Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used **Safe and Ethical Use of Technology** • Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites) • Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community • Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only	**Intellectual Property Rights** • Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use) **Safe and Ethical Use of Technology** • Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly • Checks the validity of all information and avoids the spread of misinformation on social media • Demonstrates understanding of a digital footprint and constructs own footprint accordingly • Observes Internet safety procedures, including safeguarding personal information and equipment	**Intellectual Property Rights** • Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary **Safe and Ethical Use of Technology** • Abides by the Acceptable Use Policy in all respects • Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying • Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Standard 4.1

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Personal Exploration and Independent Reading and Learning • Develops and pursues personal curiosity • Requests/chooses materials related to personal interests • Engages in simple and independent inquiry to find answers to questions • Selects fiction and nonfiction books or media to read and enjoy on own **Social and Emotional Growth** • Respects personal space and the boundaries of others [social awareness] • Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills] • Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness] • Displays resiliency by responding to feedback or failure and revising own work [self-awareness]	**Personal Exploration and Independent Reading and Learning** • Demonstrates motivation to read and learn on own • Identifies favorite authors, genres, and topics and explores them on own • Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge **Social and Emotional Growth** • Identifies and empathizes with the perspectives of others [social awareness] • Forms positive relationships with peers [relationship skills] • Identifies and respects cultural differences and diverse opinions [social awareness] • Sets reading and learning goals and perseveres to achieve those goals [self-management] • Reflects on own social and emotional strengths and challenges [self-awareness]	**Personal Exploration and Independent Reading and Learning** • Sets reading goals and reads independently • Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level • Explores opportunities to prepare for the future, including higher education, career training, vocational training **Social and Emotional Growth** • Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills] • Demonstrates respect for diverse people and perspectives [social awareness] • Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness] • Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness] • Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]	**Personal Exploration and Independent Reading and Learning** • Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context • Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career • Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

Grades PK - 12 • Priority Skills

Standard 4.1			
PK-2 Priority Skills	**3-5 Priority Skills**	**6-8 Priority Skills**	**9-12 Priority Skills**
			Social and Emotional Growth • Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills] • Demonstrates respect and empathy for diverse people and perspectives [social awareness] • Develops a growth mindset [self-management] • Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]

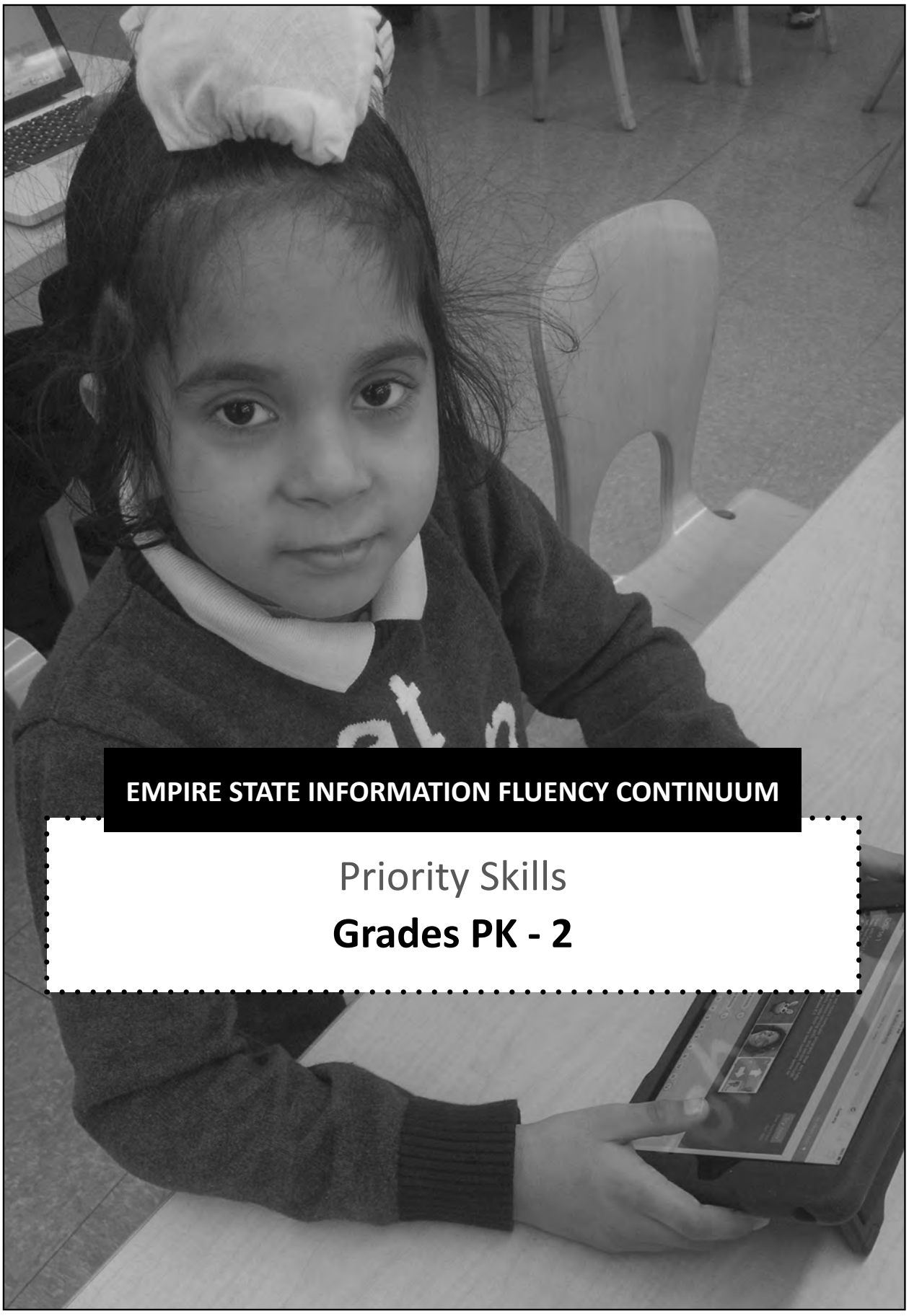
Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency *"We are confident, independent learners."*

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Standard 4.2

PK-2 Priority Skills	3-5 Priority Skills	6-8 Priority Skills	9-12 Priority Skills
Self-Identity and Confidence • Reflects on own feelings and behaviors to figure out personal strengths and preferences • Expresses own ideas and feelings to others in a respectful and appropriate way • Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions • Asks others for clarification of their ideas and offers own ideas during conversations and discussions	**Self-Identity and Confidence** • Displays self-confidence in forming and sharing own opinion and ideas • Recognizes multiple facets of own personal identity • Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	**Self-Identity and Confidence** • Exhibits effective skills in sharing knowledge gained through personal and academic pursuits • Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive • Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate **Commitment to Act** • Takes a leadership role in collaborative groups	**Self-Identity and Confidence** • Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own • Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information **Commitment to Act** • Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas • Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well



EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades PK - 2

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT

Interest and Prior Knowledge

- Expresses curiosity about topics of personal interest or curricular focus
- Connects ideas to own interests
- Shares what is known about the general topic to elicit and make connections to prior knowledge

Background and Key Words

- Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic

WONDER

Questions and Predicted Answers

- Asks questions in response to listening to a variety of texts
- With help, begins to develop questions to be answered in shared research
- Develops "I wonder" questions with the class while reading or listening to texts about the research topic
- Develops "I wonder" questions independently while reading or listening to texts about the research topic

INVESTIGATE

Organization

- Recognizes the library has many different kinds of materials and locates the picture book section
- With help, begins to use library labels and ABC arrangement of picture books to locate materials
- Identifies facts about a topic, idea, or problem
- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization

Sources

- Recognizes that sources can be located in the online catalog by looking up the author, title, or key words
- Identifies the author or creator of a website

Evidence

- Identifies facts about a topic, idea, or problem
- Distinguishes between fact and opinion
- Identifies main ideas and key details in a text
- Begins to recognize different points of view of characters in a story

Making Sense of Information and Notetaking

- With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea

Grade PK - 2 • Priority Skills

CONSTRUCT

Organization of Gathered Information

- With help, sorts and categorizes “like” and “different” objects
- Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
- Sorts books by fiction vs. nonfiction

Interpretations and Conclusions

- Participates in discussions to draw conclusions about a topic or story
- Develops own opinion about a topic with evidence to support the opinion

EXPRESS

Organization for Expression

- Organizes information by main ideas and important details

Product and Presentation

- Draws a picture to illustrate a response to a story
- Uses emergent writing and drawing to express facts and simple answers to questions
- Uses writing process, emergent writing, and drawing to develop expression of new understandings
- Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)
- Recognizes the difference between own drawing or creation and someone else’s drawing or creation
- Recognizes the difference between own ideas and ideas of others
- Makes a list of the source(s) used with title and author

REFLECT

Assessment of Learning Experience

- Asks, “What do I wonder about now?”

Assessment of Personal Strengths

- Identifies own strengths in listening, reading, and learning
- Identifies own strengths and sets a goal for improvement

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Design Thinking

- Uses resources and active-learning activities provided by the teacher for learning-driven play
- Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems through play
- Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results
- Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Response to Literature

- Participates in discussions about stories and other texts that have been read aloud
- Retells a story with the correct sequence of events using words and pictures
- Draws and shares conclusions about main idea of a story
- Compares characters in two different stories, or plots in two stories by same author

Visual Literacy

- Gathers information from illustrations and text features

Media Literacy

- Identifies main ideas, facts, details, and opinions expressed through media other than print

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

No Standards to Report

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Learning from Diverse and Credible Points of View

- Listens and responds to multicultural texts from various genres
- Compares folktales or stories from different cultures

Civic Reasoning

- Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

Collaboration

- Participates in collaborative conversations with peers and adults to share ideas and information
- Works collaboratively with a small group using technology for research to meet information needs
- Respects the ideas of others by listening carefully to them and responding to their ideas
- Contributes to group media project to communicate ideas to classmates, families, and others
- Participates in shared research and exploration about a topic
- Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Intellectual Property Rights

- Credits authors and resources for information that was used or shared
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences

Safe and Ethical Use of Technology

- Creates and uses effective username that protects private information
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
- Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Personal Exploration and Independent Reading and Learning

- Develops and pursues personal curiosity
- Requests/chooses materials related to personal interests
- Engages in simple and independent inquiry to find answers to questions
- Selects fiction and nonfiction books or media to read and enjoy on own

Social and Emotional Growth

- Respects personal space and the boundaries of others [social awareness]
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]
- Displays resiliency by responding to feedback or failure and revising own work [self-awareness]

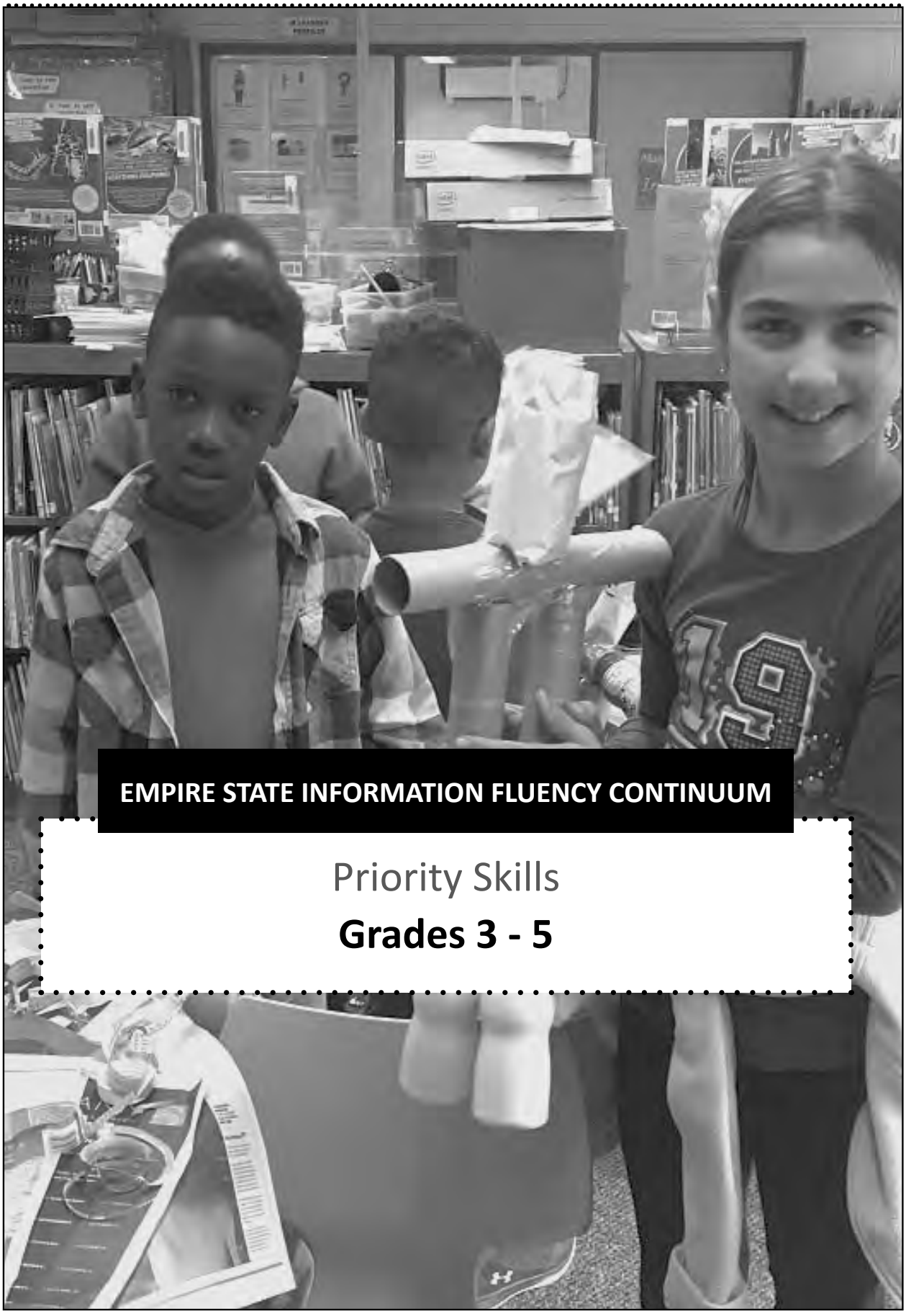
Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Self-Identity and Confidence

- Reflects on own feelings and behaviors to figure out personal strengths and preferences
- Expresses own ideas and feelings to others in a respectful and appropriate way
- Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions
- Asks others for clarification of their ideas and offers own ideas during conversations and discussions



EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 3 - 5

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT

Interest and Prior Knowledge

- Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry

Background and Key Words

- Uses a source provided by the teacher to acquire background information
- Generates a list of key words for a research-based project with guidance

WONDER

Questions and Predicted Answers

- Formulates questions for investigation of a topic with guidance
- Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help
- Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry

Thesis and Hypothesis

- Forms tentative thesis about main ideas with guidance
- For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience

INVESTIGATE

Organization

- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each
- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information

Sources

- Searches the online catalog (author, title, and key words) with assistance to locate materials
- With guidance, uses bookmarked websites to find appropriate information
- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic
- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher
- Selects and uses an appropriate print, video, or electronic source to answer questions

Evidence

- Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
- Uses navigation tools of pre-selected websites and databases to locate relevant information
- Selects evidence that explicitly answers the research questions with main ideas and details
- Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
- Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to “true”
- Begins to analyze multiple points of view from multiple sources to determine similarities and differences
- With help, begins to ask questions about the text during reading or listening

Making Sense of Information and Notetaking

- Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion
- Uses a variety of strategies to determine important ideas
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose

CONSTRUCT

Organization of Gathered Information

- With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer

Interpretations and Conclusions

- States the main idea with some supporting details
- Identifies facts, details, and inferences that support main ideas
- Draws conclusions about research including whether a question was answered or not
- Draws a conclusion about the main idea with evidence to support that conclusion
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up

EXPRESS

Organization for Expression

- Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it

Product and Presentation

- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Understands concept of "audience"; determines audience before choosing format and creating product
- Presents information clearly so that main points are evident
- Presents information clearly so that main points and supporting evidence are readily understood by audience
- Assesses and revises own work based on teacher-provided criteria
- Modifies and revises own work based on feedback from teacher and peers
- Provides a bibliography of all sources used according to model provided by teacher

REFLECT

Assessment of Learning Experience

- Identifies the important features for a good product and presentation
- Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry

Assessment of Personal Strengths

- Identifies own strengths and sets goals for improvement

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed
- Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed
- Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Response to Literature

- Discusses the main idea or theme of a story
- Explains the meaning of illustrations and what they add to the words of a story
- Uses evidence from stories to discuss characters, setting, plot, time, and place
- Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot

Visual Literacy

- Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text

Media Literacy

- Evaluates a media source for accuracy and purpose
- Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

Multiple Literacy Presentation

- Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Learning from Diverse and Credible Points of View

- Verifies information that is presented as "the truth"
- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives

Civic Reasoning

- Engages in conversations with peers to exchange ideas and information about social and civic issues
- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

Collaboration

- Actively contributes to group discussions
- Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
- Actively solicits and listens with an open mind to the opinions and ideas of others

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Intellectual Property Rights

- Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used

Safe and Ethical Use of Technology

- Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)
- Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community
- Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Personal Exploration and Independent Reading and Learning

- Demonstrates motivation to read and learn on own
- Identifies favorite authors, genres, and topics and explores them on own
- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge

Social and Emotional Growth

- Identifies and empathizes with the perspectives of others [social awareness]
- Forms positive relationships with peers [relationship skills]
- Identifies and respects cultural differences and diverse opinions [social awareness]
- Sets reading and learning goals and perseveres to achieve those goals [self-management]
- Reflects on own social and emotional strengths and challenges [self-awareness]

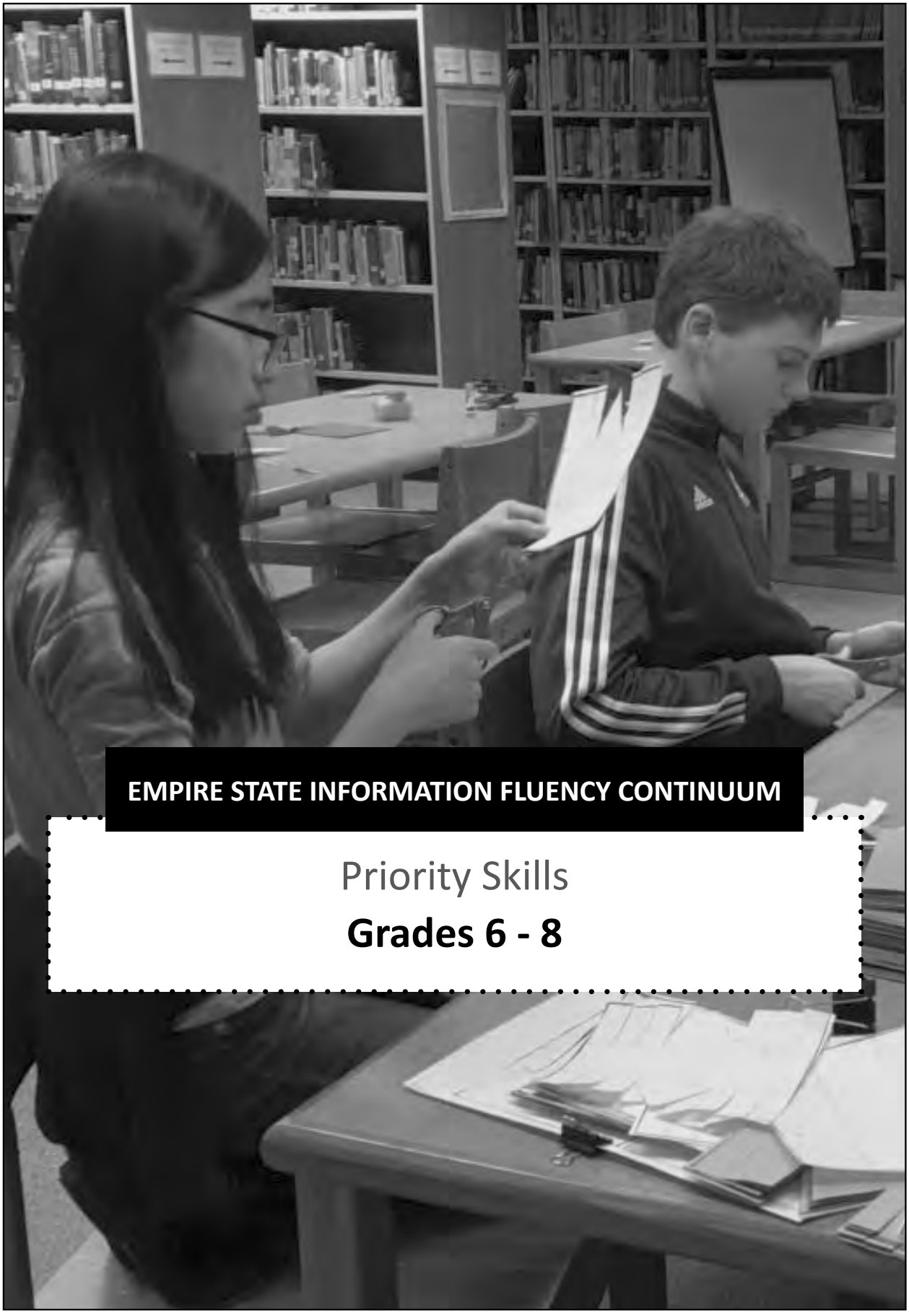
Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Self-Identity and Confidence

- Displays self-confidence in forming and sharing own opinion and ideas
- Recognizes multiple facets of own personal identity
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits



EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 6 - 8

CONNECT

Interest and Prior Knowledge

- States and verifies what is known about the problem or question and makes connections to prior knowledge

Background and Key Words

- Identifies key words and ideas that appear in background information and class conversation

Topic

- Revises the topic as needed to arrive at a manageable topic for a given research situation

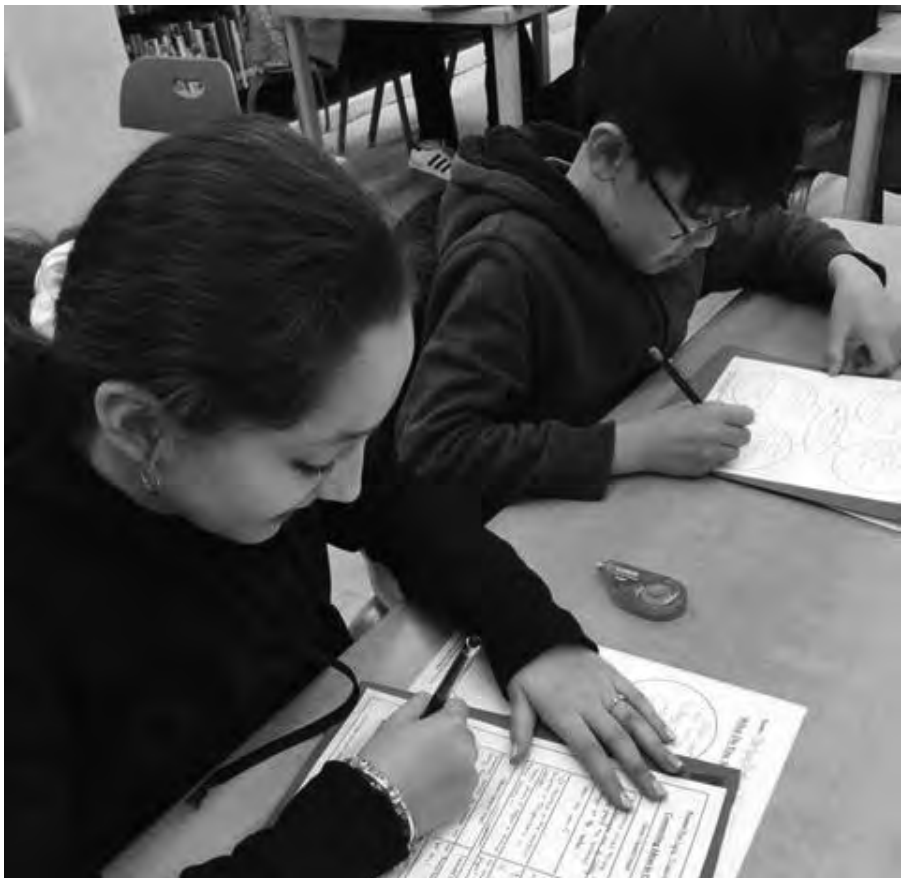
WONDER

Questions and Predicted Answers

- Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
- Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)

Thesis and Hypothesis

- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis



INVESTIGATE

Sources

- Begins to use selected search engines to find appropriate information
- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)
- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
- Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness
- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information

Evidence

- Selects information from multiple sources that answers the research questions
- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
- Fact checks and verifies all information communicated through websites and social media
- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
- Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
- Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)
- Recognizes that own point of view influences the interpretation of information

Making Sense of Information and Notetaking

- Differentiates between important and unimportant details
- Uses both facts and opinions responsibly by identifying and verifying them
- Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source
- Identifies misconceptions and revises ideas as new information is gained
- Provides evidence for logical inferences based on both the explicit and implicit meaning of text
- Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
- Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Grade 6 - 8 • Priority Skills

CONSTRUCT

Organization of Gathered Information

- Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion

Interpretations and Conclusions

- Interprets information and ideas by defining, classifying, and inferring
- Combines information and weighs evidence to draw conclusions and create meaning
- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

EXPRESS

Organization for Expression

- Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims

Product and Presentation

- Presents conclusions and supporting facts in a variety of ways
- Creates products for authentic reasons and audiences
- Cites all sources used according to local style formats

REFLECT

Assessment of Learning Experience

- Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
- Reflects on own emotional and intellectual experience through the process of inquiry

Assessment of Personal Strengths

- Identifies own strengths (academic, social, and emotional) and sets goals for improvement

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Design Thinking

- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)
- Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Response to Literature

- Participates in literary discussions, special literary programs, and book clubs

Visual Literacy

- Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning

Media Literacy

- Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
- Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

Multiple Literacy Presentation

- Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)
- Determines the purpose and intended audience of a media presentation
- Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation
- Matches language of presentation with audience, purpose, complexity of the content, and intended impact

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Learning from Diverse and Credible Points of View

- Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)

Civic Reasoning

- Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others
- Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates
- Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

Collaboration

- Expresses own ideas clearly and builds on the ideas of others
- Engages effectively in collaborative discussions with diverse groups
- Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Intellectual Property Rights

- Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)

Safe and Ethical Use of Technology

- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly
- Checks the validity of all information and avoids the spread of misinformation on social media
- Demonstrates understanding of a digital footprint and constructs own footprint accordingly
- Observes Internet safety procedures, including safeguarding personal information and equipment

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Personal Exploration and Independent Reading and Learning

- Sets reading goals and reads independently
- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
- Explores opportunities to prepare for the future, including higher education, career training, vocational training

Social and Emotional Growth

- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect for diverse people and perspectives [social awareness]
- Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

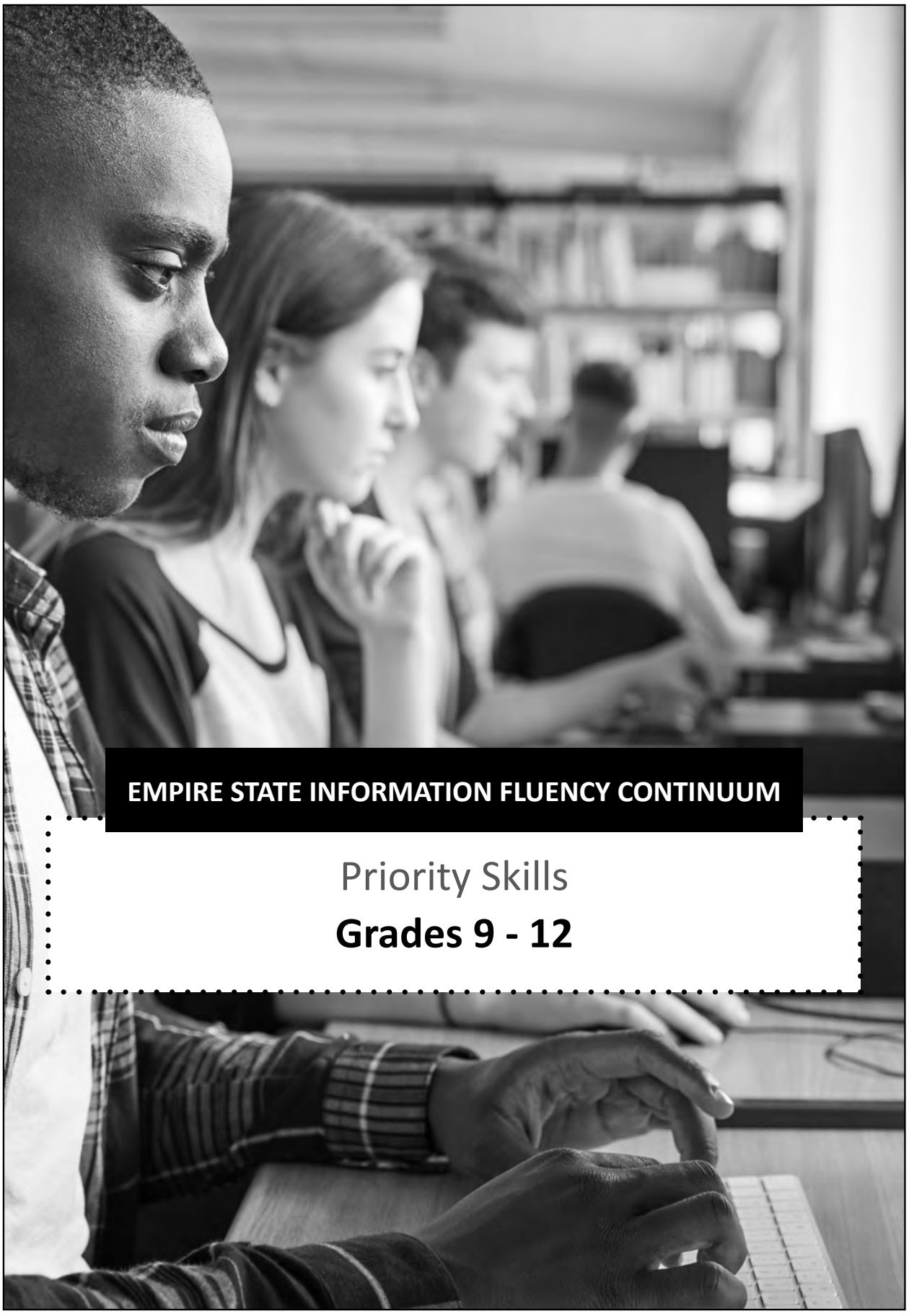
Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Self-Identity and Confidence

- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
- Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive
- Displays self-confidence in forming and sharing own opinion and ideas (even when those ideas are different from or conflict with the ideas of others), but also in changing ideas when appropriate

Commitment to Act

- Takes a leadership role in collaborative groups



EMPIRE STATE INFORMATION FLUENCY CONTINUUM

Priority Skills

Grades 9 - 12

Anchor Standard I • Standard 1.1

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.1: Information-fluent learners use an inquiry process to connect to prior experience and background knowledge, wonder and ask questions, investigate, construct new understanding, express learning, and reflect on the process and product of learning.

CONNECT

Background and Key Words

- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
- Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources

Topic

- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
- Explores problems or questions for which there are multiple answers or no "best" answer

WONDER

Questions and Predicted Answers

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)
- Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives

Thesis and Hypothesis

- Plans inquiry to test hypothesis systematically or gather evidence to validate thesis

INVESTIGATE

Sources

- Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions
- Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Evidence

- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view
- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
- Analyzes degrees of bias (from slightly slanted perspective to heavily slated propaganda) and the impact of that bias
- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

Making Sense of Information and Notetaking

- Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information
- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)
- Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product

Grade 9 - 12 • Priority Skills

CONSTRUCT

Organization of Gathered Information

- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence

Interpretations and Conclusions

- Draws clear and appropriate conclusions supported by evidence and examples
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning

EXPRESS

Organization for Expression

- Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence

Product and Presentation

- Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
- Publishes final product for an authentic audience and real-world application
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary
- Cites all sources used according to standard style formats
- Embeds citations to specific information, visuals, or sound when appropriate

REFLECT

Assessment of Learning Experience

- Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.

Assessment of Personal Strengths

- Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future

Anchor Standard I • Standard 1.2

Anchor Standard I: Inquiry and Design Thinking: Use Inquiry and Design Thinking to Build Understanding and Create New Knowledge *"We are thinkers and designers."*

Standard 1.2: Information-fluent learners experience, experiment, and use a design process to discover creative solutions to authentic problems, form personal understandings, and propose original ideas.

Design Thinking

- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)
- Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model
- Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact

Anchor Standard II • Standard 2.1

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.1: Information-fluent learners use multimedia literacy skills and knowledge to deconstruct and learn from texts in multiple formats through comprehension, analysis, interpretation, and evaluation.

Response to Literature

- Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
- Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)

Visual Literacy

- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
- Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality

Media Literacy

- Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)
- Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others

Anchor Standard II • Standard 2.2

Anchor Standard II: Multiple Literacies: Use Multiple Literacies to Explore, Learn, and Express Ideas *"We are readers, writers, and creators in multiple formats."*

Standard 2.2: Information-fluent learners present their learning and ideas by constructing messages using multiple, authentic formats appropriate for the purpose and audience.

Multiple Literacy Presentation

- Retrieves and uses images, sound, and visual media according to ethical and legal standards
- Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth
- Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance

Anchor Standard III • Standard 3.1

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.1: Information-fluent learners recognize the importance of accurate information to a democratic society and actively seek, evaluate, learn from, and use credible information from diverse community and global perspectives.

Learning from Diverse and Credible Points of View

- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives
- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)

Civic Reasoning

- Demonstrates tolerance for different viewpoints

Anchor Standard III • Standard 3.2

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.2: Information-fluent learners demonstrate effective collaboration in the exchange of information, in both the face-to-face and digital environment.

Collaboration

- Curates and shares valuable resources with peers
- Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences

Anchor Standard III • Standard 3.3

Anchor Standard III: Social and Civic Responsibility: Demonstrate Civic Responsibility, Respect for Diverse Perspectives, Collaboration, and Digital Citizenship *"We are citizens."*

Standard 3.3: Information-fluent learners demonstrate digital citizenship by maintaining ethical decision making and behavior and avoiding the spread of misinformation in the exchange and use of information.

Intellectual Property Rights

- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary

Safe and Ethical Use of Technology

- Abides by the Acceptable Use Policy in all respects
- Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying
- Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks

Anchor Standard IV • Standard 4.1

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.1: Information-fluent learners use information and ideas presented in any format to reflect on and pursue personal interests, develop strengths, and engage in personalized and independent learning.

Personal Exploration and Independent Reading and Learning

- Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context
- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training

Social and Emotional Growth

- Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect and empathy for diverse people and perspectives [social awareness]
- Develops a growth mindset [self-management]
- Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]

Anchor Standard IV • Standard 4.2

Anchor Standard IV: Personal Growth and Agency: Engage in Personal Exploration, Social and Emotional Growth, Independent Reading and Learning, and Personal Agency
"We are confident, independent learners."

Standard 4.2: Information-fluent learners develop agency (personal identity and confidence) to express their ideas, raise awareness, advocate for change, and/or take social action.

Self-Identity and Confidence

- Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
- Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information

Commitment to Act

- Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas
- Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well

Empire State Information Fluency Continuum

PK-12 Priority Skills

The information and inquiry skills required for in-depth learning

Developed by Dr. Barbara Stripling and New York State School Librarians

NYLA SSL SECTION OF SCHOOL LIBRARIANS

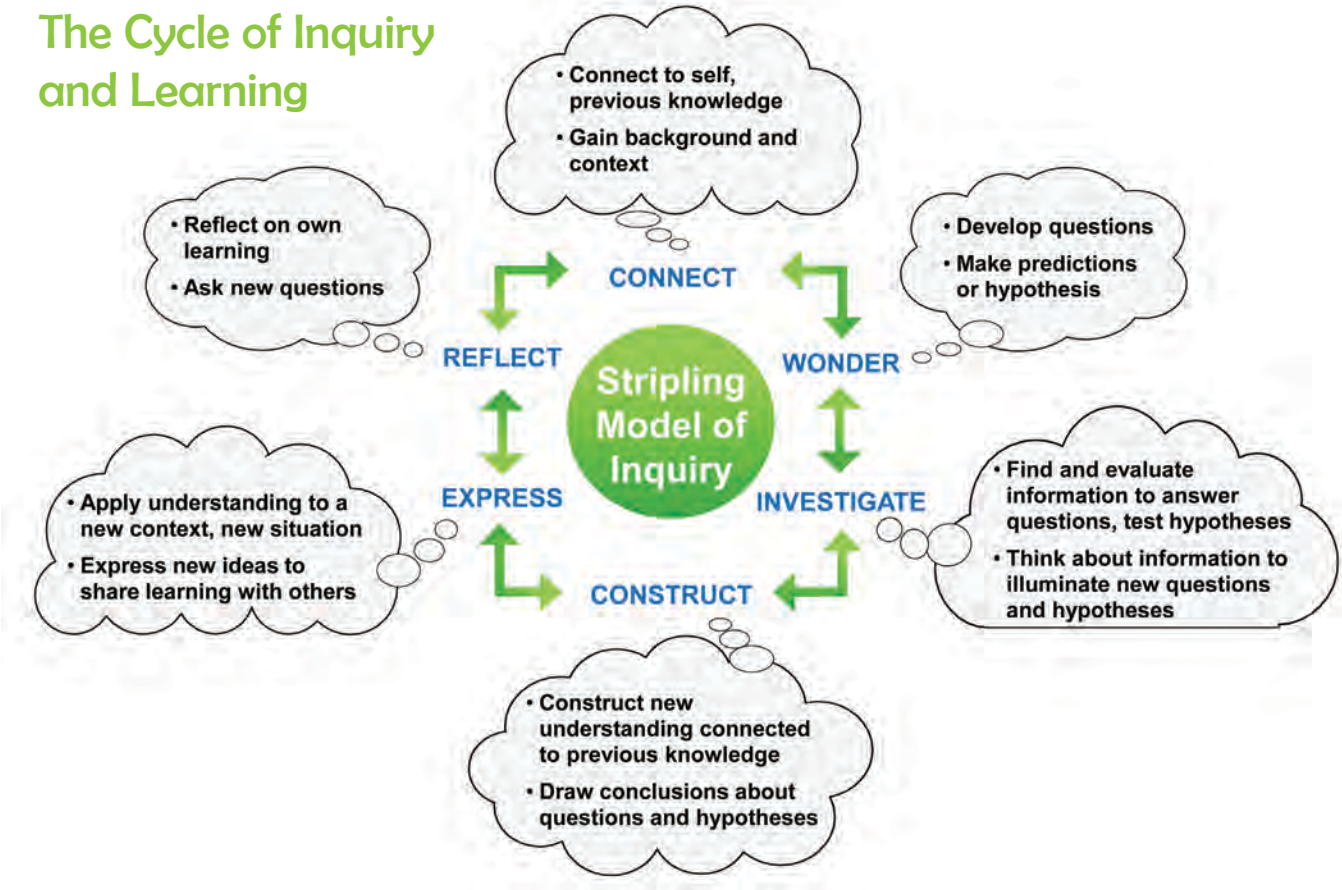
SCHOOL LIBRARY SYSTEMS ASSOCIATION OF NEW YORK STATE
INNOVATION, COLLABORATION, EDUCATION & ADVOCACY

The information and inquiry skills required for independent and in-depth learning

Inquiry is a fundamental building block of teaching and learning that empowers students to follow their sense of wonder into new discoveries and insights about the way the world works. The empowered learner calls upon information/inquiry skills to connect with what he or she knows, ask intriguing questions about what is not known, investigate the answers,construct new understandings, and communicate to share those understandings with others.

Students need to use the skills of inquiry to learn. The Cycle of Inquiry and Learning provides a framework for active learning and the formation of new understandings.

The Cycle of Inquiry and Learning



Developing the skills of inquiry and learning must follow a coherent spiral of instruction and practice throughout the years of schooling, pre-kindergarten through grade 12, to enable all our children to become independent life-long learners.

The Empire State Information Fluency Continuum (ESIFC) was developed to provide a substantive guide for educators and librarians seeking to develop those essential information and inquiry skills for students. A collaborative approach by the librarian and the classroom teacher is by far the most effective way to teach information fluency/inquiry skills and strategies. This continuum is designed to facilitate that collaboration.

GRADE Pre-Kindergarten

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect
- Expresses curiosity about topics of personal interest or curricular focus

Wonder
- Asks questions in response to listening to a variety of texts

Investigate

Sources
- Recognizes the library has many different kinds of materials and locates the picture book section

Construct
- With help, sorts and categorizes "like" and "different" objects

Express
- Draws a picture to illustrate a response to a story
- Recognizes the difference between own drawing or creation and someone else's drawing or creation

Reflect
- Identifies own strengths in listening, reading, and learning

Design Thinking
- Uses resources and active-learning activities provided by the teacher for learning-driven play

STANDARD 2: MULTIPLE LITERACIES
- Participates in discussions about stories and other texts that have been read aloud

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY
- Participates in collaborative conversations with peers and adults to share ideas and information

STANDARD 4: PERSONAL GROWTH AND AGENCY
- Develops and pursues personal curiosity
- Respects personal space and the boundaries of others [social awareness]
- Reflects on own feelings and behaviors to figure out personal strengths and preferences

GRADE Kindergarten

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect
- Connects ideas to own interests

Wonder
- With help, begins to develop questions to be answered in shared research

Investigate

Organization
- With help, begins to use library labels and ABC arrangement of picture books to locate materials

Evidence
- Identifies facts about a topic, idea, or problem

Construct
- Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information

Express
- Uses emergent writing and drawing to present facts and simple answers to questions
- Recognizes the difference between own ideas and ideas of others

Reflect
- Identifies own strengths in listening, reading, and learning

Design Thinking
- Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems

STANDARD 2: MULTIPLE LITERACIES
- Retells a story with the correct sequence of events using words and pictures

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY
- Listens and responds to multicultural texts from various genres
- Works collaboratively with a small group using technology for research to meet information needs
- Respects the ideas of others by listening carefully to them and responding to their ideas

STANDARD 4: PERSONAL GROWTH AND AGENCY
- Requests/chooses materials related to personal interests
- Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
- Expresses own ideas and feelings to others in a respectful and appropriate way

GRADE 1

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Shares what is known about the general topic to elicit and make connections to prior knowledge

Wonder

- Develops "I Wonder" questions with the class while reading or listening to texts about the research topic

Investigate

Sources

- Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization

Evidence

- Distinguishes between fact and opinion
- Begins to recognize different points of view of characters in a story

Making Sense of Information and Notetaking

- With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions

Construct

- Sorts books by fiction vs. nonfiction
- Participates in discussions to draw conclusions about a topic or story

Express

- Uses writing process, emergent writing, and drawing to develop expression of new understandings
- With help, makes a list of the source(s) used with title and author

Reflect

- Identifies own strengths and sets a goal for improvement
- With help or with the class, asks, "What do I wonder about now?"

Design Thinking

- Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results

STANDARD 2: MULTIPLE LITERACIES

- Draws and shares conclusions about main idea of a story
- Identifies main ideas, facts, details, and opinions expressed through media other than print

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Listens and responds to multicultural texts from various genres
- Contributes to group media project to communicate ideas to classmates, families, and others
- Credits authors and resources for all information that was used or shared
- Creates and uses effective username that protects private information

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Engages in simple and independent inquiry to find answers to questions
- Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]
- Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions

GRADE 2

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic

Wonder

- Develops "I wonder" questions independently while reading or listening to texts about the research topic

Investigate

Sources

- Recognizes that sources can be located in the online catalog by looking up the author, title, or key words
- Identifies the author or creator of a website

Evidence

- Identifies main ideas and key details in a text
- Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea

Construct

- Develops own opinion about a topic with evidence to support the opinion

Express

- Organizes information by main ideas and important details
- Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)
- Makes a list of the source(s) used with title and author

Reflect

- Identifies own strengths and sets a goal for improvement
- Asks, "What do I wonder about now?"

Design Thinking

- Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary

STANDARD 2: MULTIPLE LITERACIES

- Compares characters in two different stories, or plots in two stories by same author
- Gathers information from illustrations and text features

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Compares folktales or stories from different cultures
- Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time
- Participates in shared research and exploration about a topic
- Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities
- Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences
- Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology
- Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Selects fiction and nonfiction books or media to read and enjoy on own
- Displays resiliency by responding to feedback or failure and revising own work [self-awareness]
- Asks others for clarification of their ideas and offers own ideas during conversations and discussions

GRADE 3

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Uses a source provided by the teacher to acquire background information

Wonder

- Formulates questions for investigation of a topic with guidance

Investigate

Organization

- Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each

Sources

- Searches the online catalog (author, title, and key words) with assistance to locate materials
- With guidance, uses bookmarked websites to find appropriate information

Evidence

- Selects evidence that explicitly answers the research questions with main ideas and details
- Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" because some of the information may be opinion or stated from only one point of view
- With help, begins to ask questions about the text during reading or listening

Making Sense of Information and Notetaking

- Uses simple notetaking strategies (e.g., graphic organizers)

Construct

- States the main idea with some supporting details
- Draws conclusions about research including whether a question was answered or not

Express

- Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
- Presents information clearly so that main points are evident

Reflect

- Identifies own strengths and sets goals for improvement

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed

STANDARD 2: MULTIPLE LITERACIES

- Discusses the main idea or theme of a story
- Explains the meaning of illustrations and what they add to the words of a story
- Evaluates a media source for accuracy

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Verifies information that is presented as "the truth"
- Engages in conversations with peers to exchange ideas and information about social and civic issues
- Actively contributes to group discussions
- Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Demonstrates motivation to read and learn on own
- Identifies and empathizes with the perspectives of others [social awareness]
- Forms positive relationships with peers [relationship skills]
- Displays self-confidence in forming and sharing own opinion and ideas

GRADE 4

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry

Wonder

- Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help

Investigate

Organization

- Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information

Sources

- Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic

Evidence

- Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
- Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning

Making Sense of Information and Notetaking

- Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion

Construct

- With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
- Identifies facts, details, and inferences that support main ideas
- Draws a conclusion about the main idea with evidence to support that conclusion

Express

- Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it
- Understands concept of "audience"; determines audience before choosing format and creating product
- Assesses and revises own work based on teacher-provided criteria

Reflect

- Identifies the important features for a good product and presentation
- Identifies own strengths and sets goals for improvement

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed

STANDARD 2: MULTIPLE LITERACIES

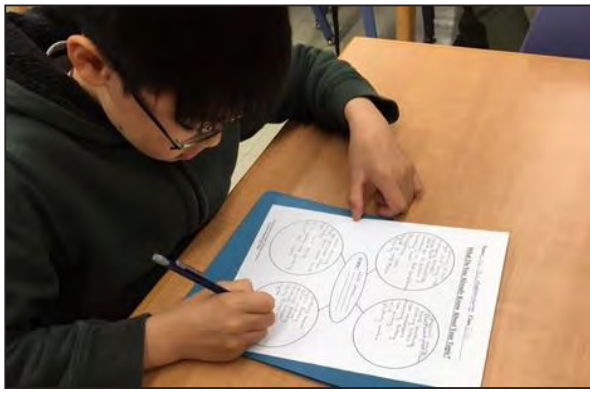
- Uses evidence from stories to discuss characters, setting, plot, time, and place
- Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text
- Evaluates a media source for accuracy and purpose
- Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
- Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used
- Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Identifies favorite authors, genres, and topics and explores them on own
- Identifies and respects cultural differences and diverse opinions [social awareness]
- Recognizes multiple facets of own personal identity



GRADE 5

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Generates a list of key words for a research-based project with guidance

Wonder

- Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
- Forms tentative thesis about main ideas with guidance
- For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience

Investigate

Sources

- Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher
- Selects and uses an appropriate print, video, or electronic source to answer questions

Evidence

- Uses navigation tools of pre-selected websites and databases to locate relevant information
- Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
- Begins to analyze multiple points of view from multiple sources to determine similarities and differences

Making Sense of Information and Notetaking

- Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph)
- Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose

Construct

- With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer
- Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up

Express

- Presents information clearly so that main points and supporting evidence are readily understood by audience
- Modifies and revises own work based on feedback from teacher and peers
- Provides a bibliography of all sources used according to model provided by teacher

Reflect

- Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry
- Identifies own strengths and sets goals for improvement

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis

STANDARD 2: MULTIPLE LITERACIES

- Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot
- Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives
- Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others
- Actively solicits and listens with an open mind to the opinions and ideas of others
- Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge
- Sets reading and learning goals and perseveres to achieve those goals [self-management]
- Reflects on own social and emotional strengths and challenges [self-awareness]
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

GRADE 6

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Identifies key words and ideas that appear in background information and class conversation

Wonder

- Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry

Investigate

Sources

- Begins to use selected search engines to find appropriate information
- Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
- Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness

Evidence

- Selects information from multiple sources that answers the research questions

Making Sense of Information and Notetaking

- Differentiates between important and unimportant details
- Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)

Construct

- Interprets information and ideas by defining, classifying, and inferring

Express

- Presents conclusions and supporting facts in a variety of ways
- Cites all sources used according to local style formats

Reflect

- Identifies own strengths (academic, social, and emotional) and sets goals for improvement

Design Thinking

- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement

GRADE 6

STANDARD 2: MULTIPLE LITERACIES

- Participates in literary discussions and book clubs
- Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
- Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
- Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others
- Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Sets reading goals and reads independently
- Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect for diverse people and perspectives [social awareness]
- Exhibits effective skills in sharing knowledge gained through personal and academic pursuits

GRADE 7

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- States and verifies what is known about the problem or question and makes connections to prior knowledge

Wonder

- Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
- Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis

Investigate

Sources

- Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)

Evidence

- Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
- Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)
- Fact checks and verifies all information communicated through websites and social media

Making Sense of Information and Notetaking

- Uses both facts and opinions responsibly by identifying and verifying them
- Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source

Construct

- Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion
- Combines information and weighs evidence to draw conclusions and create meaning

Express

- Cites all sources used according to local style formats

Reflect

- Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry

Design Thinking

- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)

STANDARD 2: MULTIPLE LITERACIES

- Participates in literary discussions and book clubs
- Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning
- Determines the purpose and intended audience of a media presentation
- Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives
- Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates
- Engages effectively in collaborative discussions with diverse groups
- Checks the validity of all information and avoids the spread of misinformation on social media
- Demonstrates understanding of a digital footprint and constructs own footprint accordingly

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
- Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]
- Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Revises the topic as needed to arrive at a manageable topic for a given research situation

Wonder

- Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)

Investigate

Sources

- Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
- Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information

Evidence

- Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
- Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
- Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
- Recognizes that own point of view influences the interpretation of information

Making Sense of Information and Notetaking

- Identifies misconceptions and revises ideas as new information is gained
- Provides evidence for logical inferences based on both the explicit and implicit meaning of text
- Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Construct

- Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning

Express

- Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims
- Creates products for authentic reasons and audiences
- Cites all sources used according to local style formats

Reflect

- Reflects on own emotional and intellectual experience through the process of inquiry

Design Thinking

- Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model

STANDARD 2: MULTIPLE LITERACIES

- Participates in literary discussions, special literary programs, and book clubs
- Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)
- Matches language of presentation with audience, purpose, complexity of the content, and intended impact

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)
- Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit
- Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences
- Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)
- Observes Internet safety procedures, including safeguarding personal information and equipment

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Explores opportunities to prepare for the future, including higher education, career training, vocational training
- Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
- Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
- Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
- Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry

Wonder

- Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)
- Plans inquiry to test hypothesis systematically or gather evidence to validate thesis

Investigate

Sources

- Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
- Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources
- Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness

Evidence

- Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view
- Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
- Analyzes the impact of point of view, perspective, and purpose of the information provided by a source

Making Sense of Information and Notetaking

- Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information
- Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps)

Construct

- Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
- Draws clear and appropriate conclusions supported by evidence and examples

Express

- Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
- Cites all sources used according to standard style formats
- Embeds citations to specific information, visuals, or sound when appropriate

Reflect

- Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.

Design Thinking

- Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
- Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model

STANDARD 2: MULTIPLE LITERACIES

- Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
- Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
- Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)
- Retrieves and uses images, sound, and visual media according to ethical and legal standards

STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives
- Curates and shares valuable resources with peers
- Abides by the Acceptable Use Policy in all respects
- Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context
- Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]
- Demonstrates respect and empathy for diverse people and perspectives [social awareness]
- Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
- Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas

STANDARD 1: INQUIRY AND DESIGN THINKING

Connect

- Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources
- Explores problems or questions for which there are multiple answers or no "best" answer

Wonder

- Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives

Investigate

Sources

- Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions
- Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
- Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Evidence

- Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
- Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias
- Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)

Making Sense of Information and Notetaking

- Challenges ideas in text and makes notes of questions to pursue in additional sources
- Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product

Construct

- Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence
- Builds a conceptual framework by synthesizing ideas gathered from multiple sources
- Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning

Express

- Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence
- Publishes final product for an authentic audience and real-world application
- Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary

Reflect

- Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future

Design Thinking

- Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)
- Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact

STANDARD 2: MULTIPLE LITERACIES

- Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)
- Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality
- Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others
- Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth
- Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance

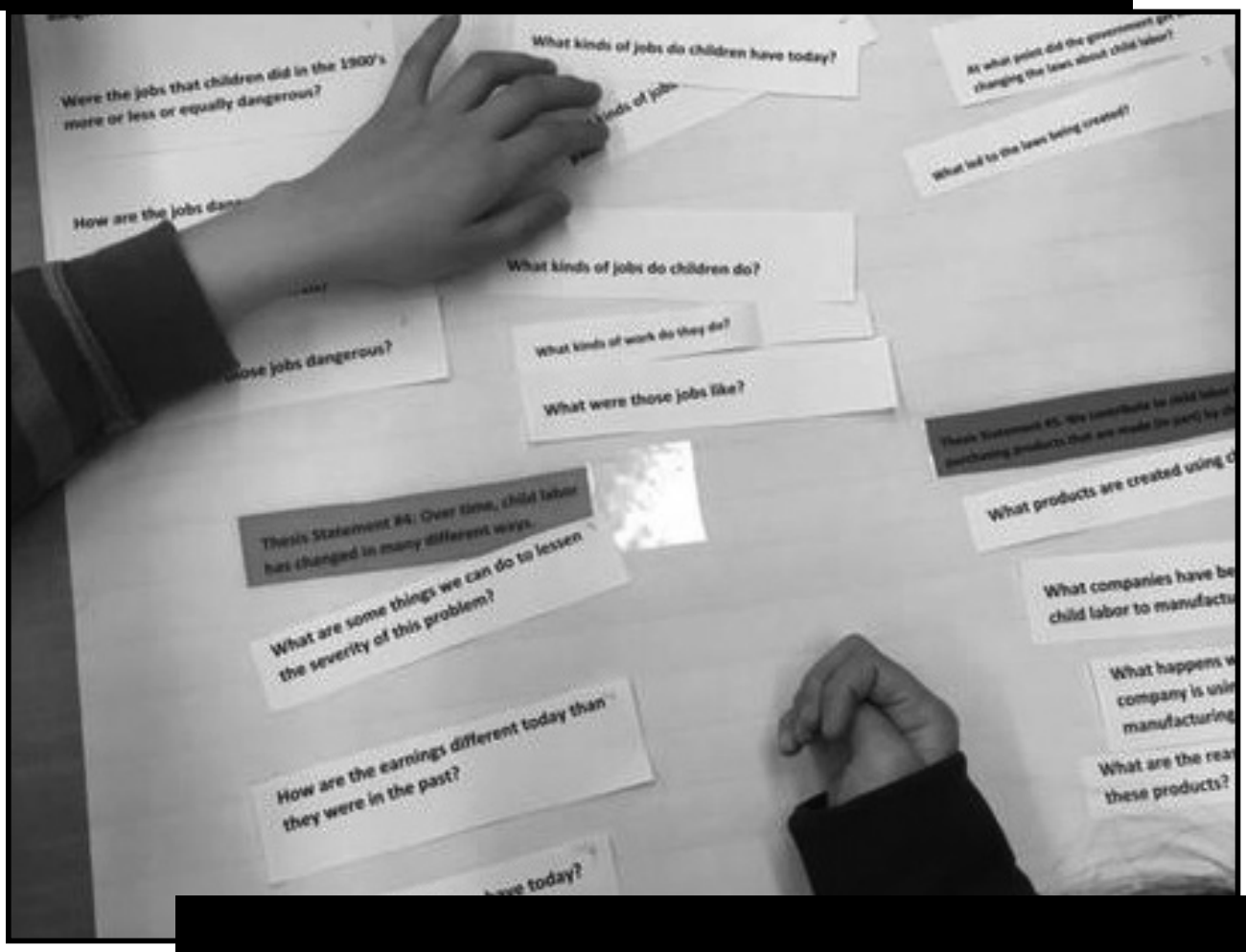
STANDARD 3: SOCIAL AND CIVIC RESPONSIBILITY

- Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)
- Demonstrates tolerance for different viewpoints
- Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences
- Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
- Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks

STANDARD 4: PERSONAL GROWTH AND AGENCY

- Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
- Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training
- Develops a growth mindset [self-management]
- Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]
- Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information
- Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well

SECTION FIVE: PRIORITY SKILLS AND ASSESSMENTS SKILLS - BY GRADE LEVEL



These documents will be most helpful if you are planning lessons and units for specific grade levels. For each grade level, you will find a chart of the priority skills and assessments for all four standards and then the coinciding graphic organizers.

Priority Skills and Assessments by Grade Level

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
Observation and Class Conversation	• Expresses curiosity about topics of personal interest or curricular focus
1.1 Wonder	
Class Discussion	• Asks questions in response to listening to a variety of texts
1.1 Investigate – Organization	
1.1 Investigate – Sources	
Observation	• Recognizes the library has many different kinds of materials and locates the picture book section
1.1 Investigate – Evidence	
1.1 Investigate – Making Sense of Information and Notetaking	
1.1 Construct	
PK.1: Sorting Like Objects Together	• With help, sorts and categorizes “like” and “different” objects
1.1 Express	
PK.2: What This Story Means to Me	• Draws a picture to illustrate a response to a story
Class Discussion	• Recognizes the difference between own drawing or creation and someone else’s drawing or creation
1.1 Reflect	
PK.3: Knowing and Learning in the Library	• Identifies own strengths in listening, reading, and learning
1.2 Design Thinking	
Observation	• Uses resources and active-learning activities provided by the teacher for learning-driven play

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Class Discussion	• Participates in discussions about stories and other texts that have been read aloud
2.1 Visual Literacy	
2.1 Media Literacy	
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
3.1 Civic Reasoning	
3.2 Collaboration	
Class Conversation	• Participates in collaborative conversations with peers and adults to share ideas and information
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	

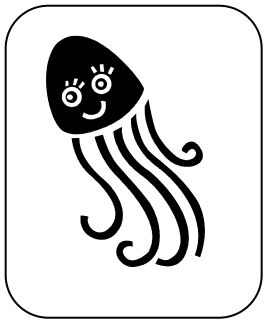
Standard 4: Personal Growth and Agency

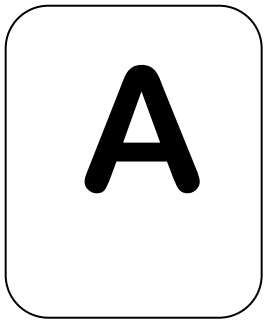
Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout	• Develops and pursues personal curiosity
4.1 Social and Emotional Growth	
Observation	• Respects personal space and the boundaries of others [social awareness]
4.2 Self-Identity and Confidence	
*PK.4: Strengths and Preference*s	• Reflects on own feelings and behaviors to figure out personal strengths and preferences
4.2 Commitment to Act	

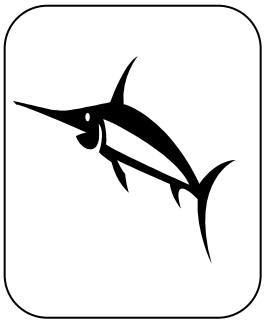
Name_____ Class_____

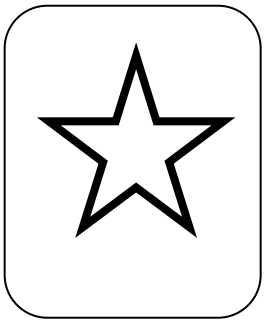
Sorting Like Objects Together

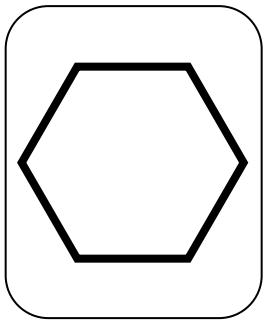
Draw a line connecting the object to the correct basket.

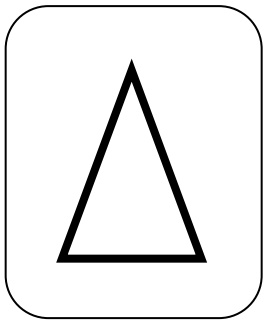


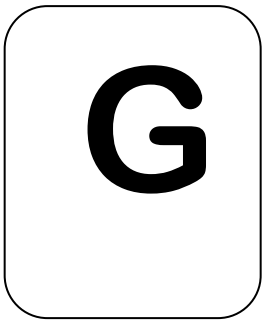


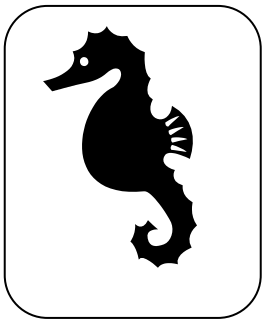












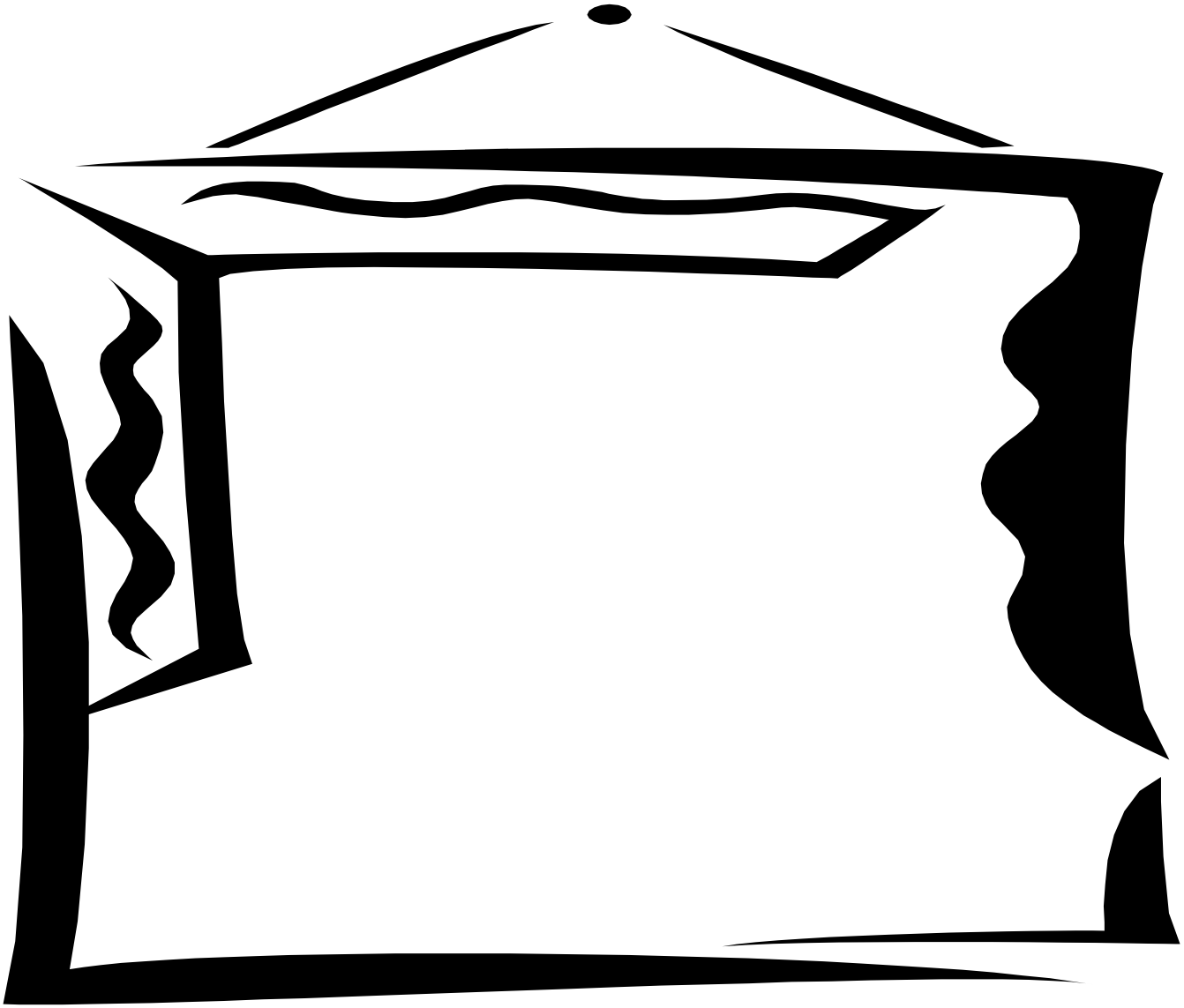
Alphabet

Shapes

Ocean Life

Name_____ **Class**_____

What This Story Means to Me



_____

(Caption for picture)

Name_____Class_____

Knowing and Learning in the Library

Draw a picture.

In the library, I know how to…

In the library, I want to learn how to…

Name_____Class_____

Strengths and Preferences

Draw a picture.

I am good at. . .

I like. . .

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
K.1: Connecting Ideas to Own Interests – Pictures *K.2: Connecting Ideas to Own Interests – Words*	• Connects ideas to own interests
1.1 Wonder	
K.3: I Wonder. . .	• With help, begins to develop questions to be answered in shared research
1.1 Investigate – Organization	
K.4: How Picture Books Are Organized in the Library	• With help, begins to use library labels and ABC arrangement of picture books to locate materials
1.1 Investigate – Sources	
1.1 Investigate – Evidence	
K.5: Facts About My Topic	• Identifies facts about a topic, idea, or problem
1.1 Investigate – Making Sense of Information and Notetaking	
1.1 Construct	
K.6: Sorting Like Objects Together *K.7: Sorting Facts*	• Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information
1.1 Express	
K.8: Answering Questions with Facts	• Uses emergent writing and drawing to present facts and simple answers to questions
K.9: My Ideas and Ideas of Others	• Recognizes the difference between own ideas and ideas of others
1.1 Reflect	
K.10: Knowing and Learning in the Library – Picture *K.11: Knowing and Learning in the Library – Picture and Sentence*	• Identifies own strengths in listening, reading, and learning
1.2 Design Thinking	
Observation	• Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
K.12: Sequence of Events	• Retells a story with the correct sequence of events using words and pictures
2.1 Visual Literacy	
2.1 Media Literacy	
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
Class Discussion	• Listens and responds to multicultural texts from various genres
3.1 Civic Reasoning	
3.2 Collaboration	
Observation	• Works collaboratively with a small group using technology for research to meet information needs
Observation	• Respects the ideas of others by listening carefully to them and responding to their ideas
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	

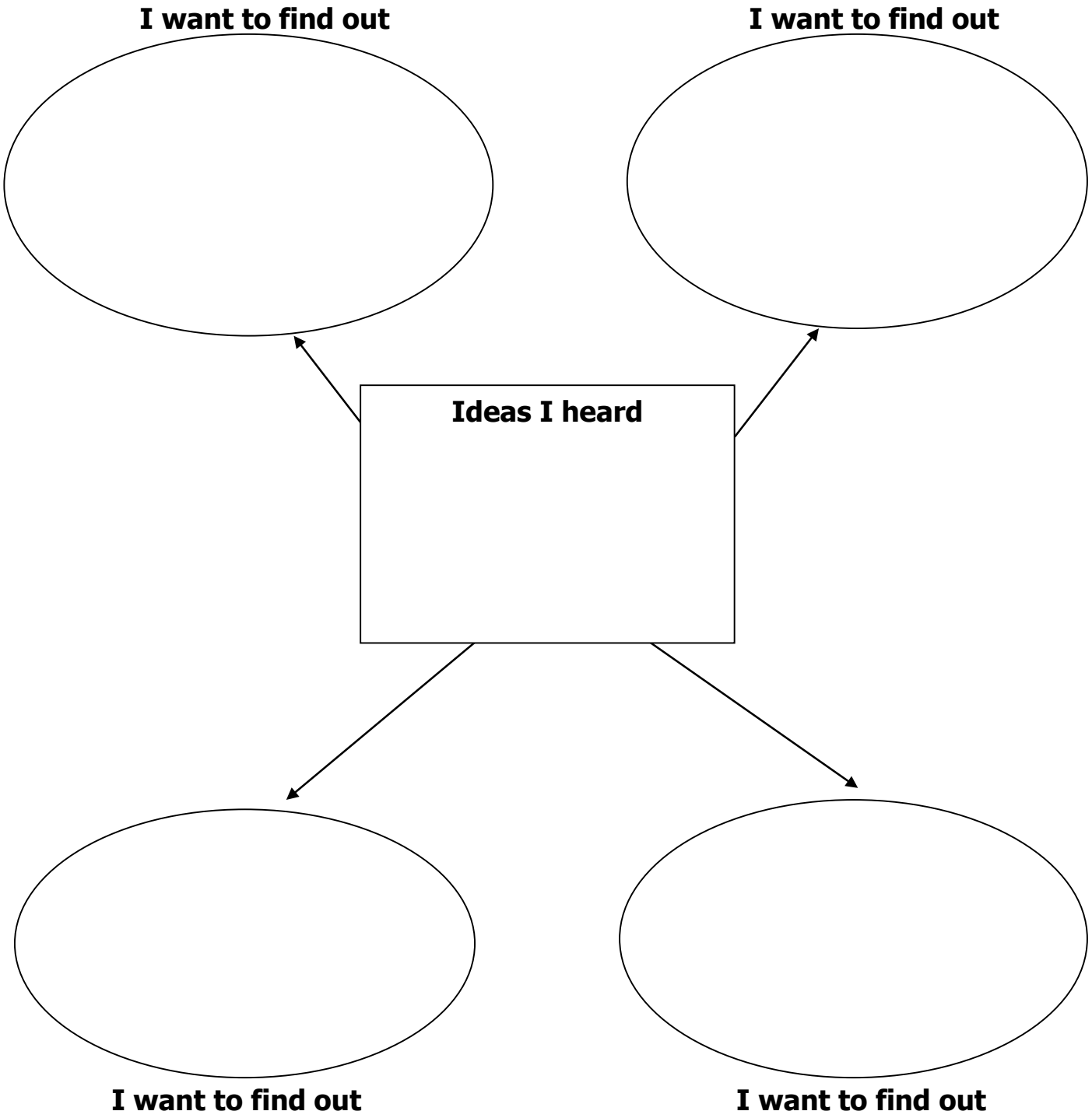
Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Observation Conversation Book Checkout	• Requests/chooses materials related to personal interests
4.1 Social and Emotional Growth	
Observation	• Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]
4.2 Self-Identity and Confidence	
Observation	• Expresses own ideas and feelings to others in a respectful and appropriate way
4.2 Commitment to Act	

Name_____ Class_____

Connecting Ideas to Own Interests – Pictures

Draw pictures of your ideas.



Name_____ **Class**_____

Connecting Ideas to Own Interests – Words

Ideas I heard	I want to know more about

Name_____ Class_____

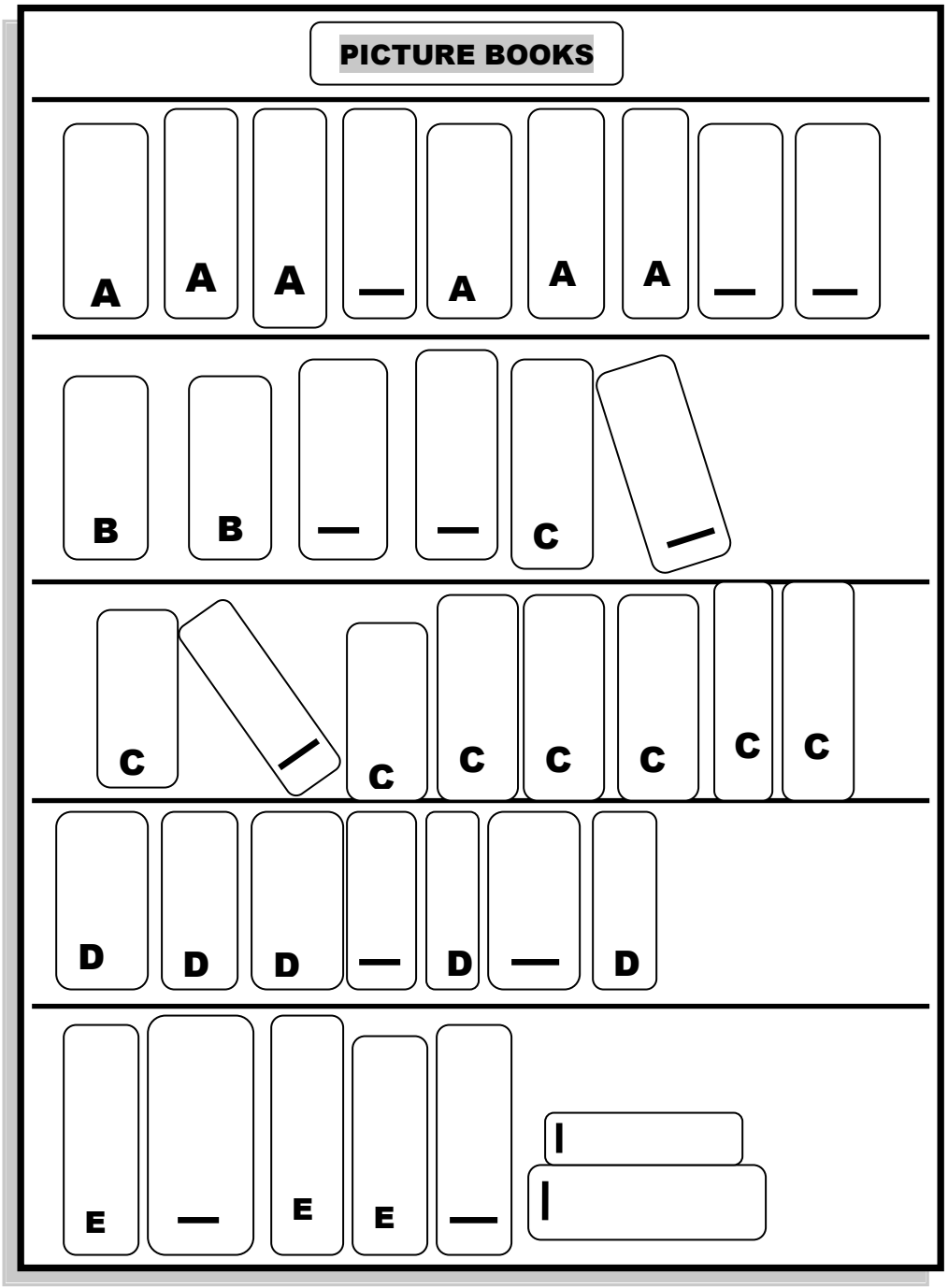
I Wonder…

TOPIC:
I wonder what
I wonder how
I wonder why

Name_____Class_____

How Picture Books Are Organized in the Library

Fill in the missing letters of the alphabet on the bookshelf.



Name_____Class_____

Facts About My Topic

Topic:

FACT:

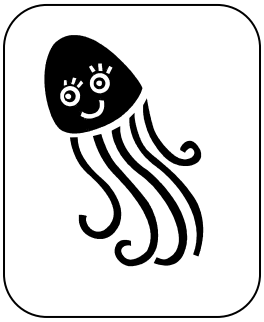
FACT:

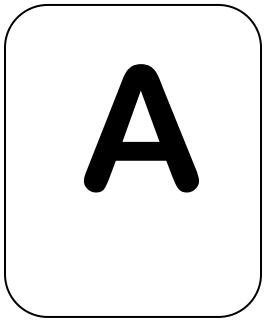
FACT:

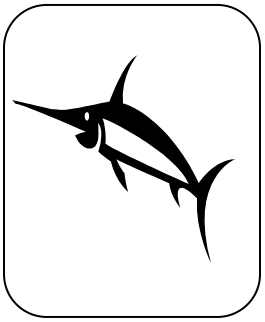
Name_____ Class_____

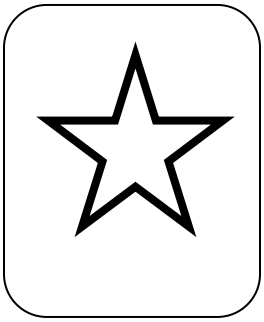
Sorting Like Objects Together

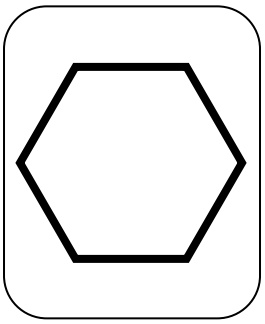
Draw a line connecting the object to the correct basket.

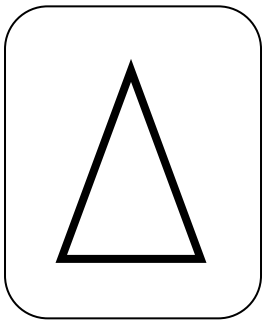


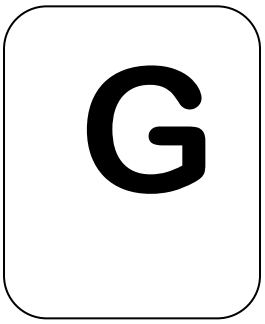


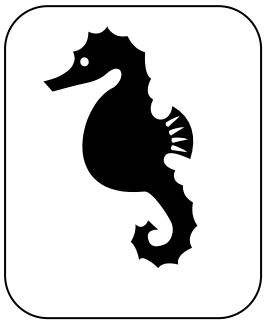












Alphabet

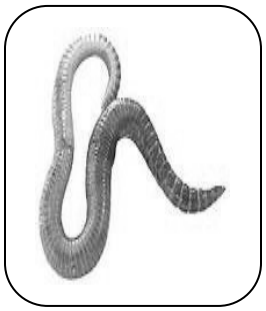
Shapes

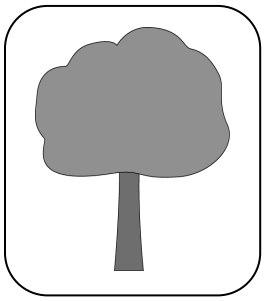
Ocean Life

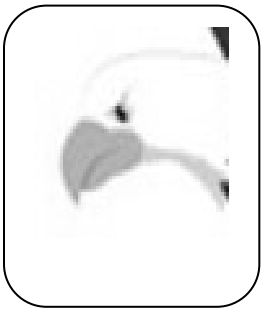
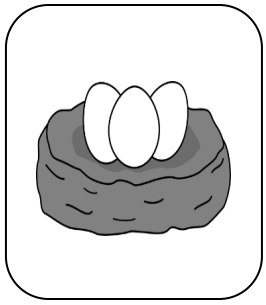
Name_____ Class_____

Sorting Facts

Draw a line connecting the object to the correct basket.





Appearance

What do birds look like?

Food

What do birds eat?

Home

Where do birds live?

Name_____ Class_____

Answering Questions with Facts

Question:_____

_____

_____ ?

FACT

FACT

FACT

FACT

Name_____Class_____

My Ideas and Ideas of Others

Use a picture or words.

Topic:

My ideas about this topic	Others' ideas about this topic

What ideas of others are different from your ideas?

New ideas I learned from others

Name_____Class_____

Knowing and Learning in the Library

Draw a picture.

In the library, I know how to…

In the library, I want to learn how to…

Name_____Class_____

Knowing and Learning in the Library

Draw a picture and write a sentence.

In the library, I know how to…

In the library, I know how to…

_____

_____

_____

_____

_____

_____

_____

In the library, I want to learn how to…

In the library, I want to learn how to…

_____

_____

_____

_____

_____

_____

Name_____ Class_____

Sequence of Events

Beginning	Middle	End
In the beginning …	**What happens first…** **Next …** **After that …** **Then …**	**At the end…**

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
1.1: What Do You Already Know About Your Topic? *1.2: My Inquiry*	• Shares what is known about the general topic to elicit and make connections to prior knowledge
1.1 Wonder	
1.3: My Inquiry *1.4: I Wonder (abbreviated)* *1.5: I Wonder (complete)*	• Develops "I wonder" questions with the class while reading or listening to texts about the research topic
1.1 Investigate – Sources	
1.6: How Picture Books Are Organized in the Library *1.7: How Fiction Books Are Organized in the Library*	• Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization
1.1 Investigate – Evidence	
1.8: Recognizing Facts and Forming Opinions	• Distinguishes between fact and opinion
1.9: Point of View	• Begins to recognize different points of view of characters in a story
1.1 Investigate – Making Sense of Information and Notetaking	
1.10: Using Facts to Answer Questions	• With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions
1.1 Construct	
1.11: Fiction and Nonfiction Books	• Sorts books by fiction vs. nonfiction
1.12: Picturing the Main Idea of a Story *1.13: Picturing the Main Idea About a Topic*	• Participates in discussions to draw conclusions about a topic or story

Standard 1: Inquiry and Design Thinking *(Con't)*

Assessment	Indicators/Skills
1.1 Express	
1.14: Prior Knowledge and New Understandings *1.15: My Inquiry*	• Uses writing process, emergent writing, and drawing to develop expression of new understandings
1.16: My Sources	• With help, makes a list of the source(s) used with title and author
1.1 Reflect	
1.17: Knowing and Learning in the Library – Picture *1.18: Knowing and Learning in the Library – Picture and Sentence*	• Identifies own strengths and sets a goal for improvement
1.19: Now I Wonder	• With help or with the class, asks, "What do I wonder about now?"
1.2 Design Thinking	
1.20: Designing a Solution	• Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
1.21: Picturing the Main Idea of a Story	• Draws and shares conclusions about main idea of a story
2.1 Visual Literacy	
2.1 Media Literacy	
1.22: Main Ideas and Key Details	• Identifies main ideas, facts, details, and opinions expressed through media other than print
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

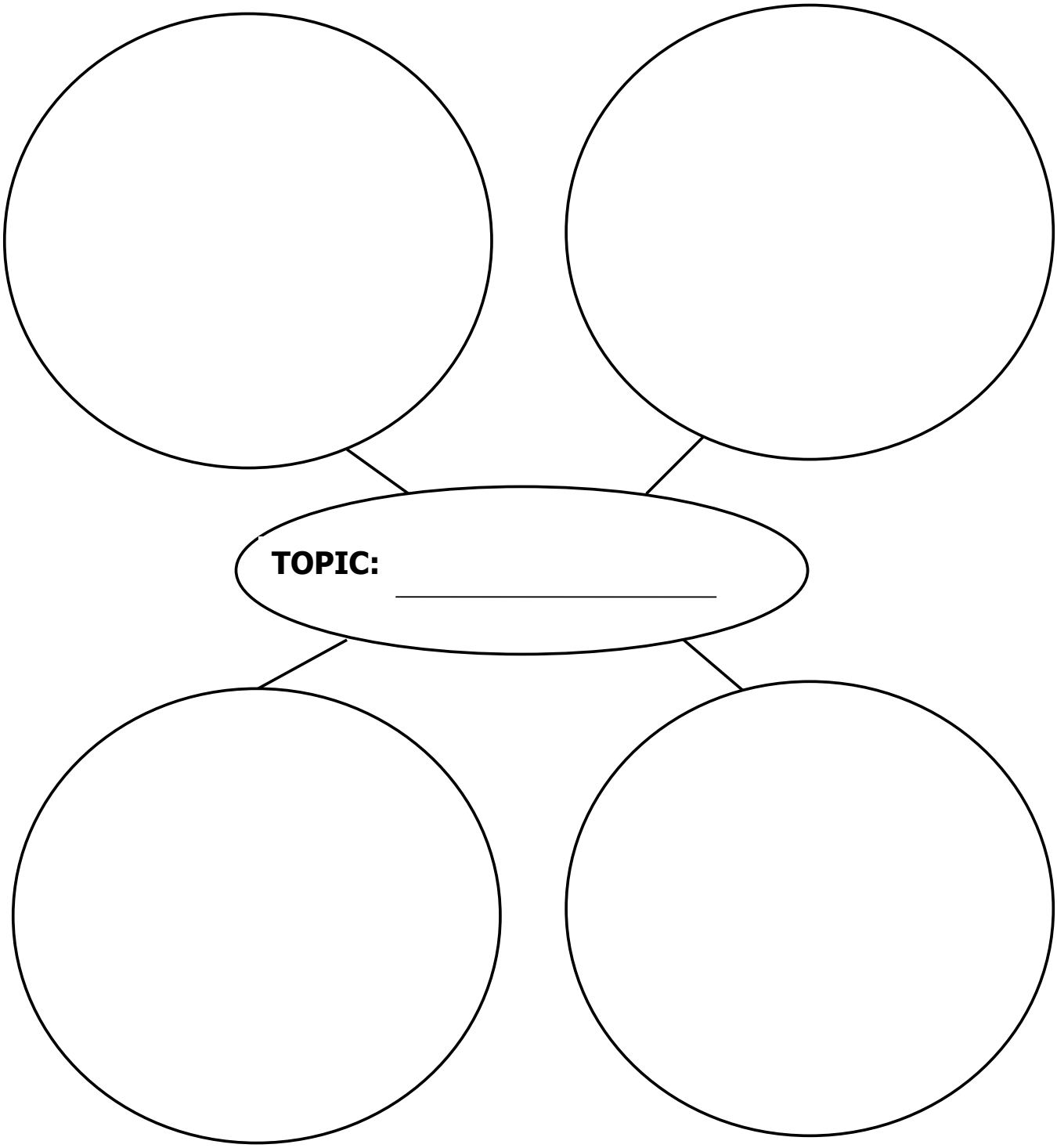
Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
Class Discussion	• Listens and responds to multicultural texts from various genres
3.1 Civic Reasoning	
3.2 Collaboration	
Rubric for Final Project	• Contributes to group media project to communicate ideas to classmates, families, and others
3.3 Intellectual Property Rights	
1.23: Book and Media Sources	• Credits authors and resources for all information that was used or shared
3.3 Safe and Ethical Use of Technology	
1.24: Safe and Private Online	• Creates and uses effective username that protects private information

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Observation	• Engages in simple and independent inquiry to find answers to questions
4.1 Social and Emotional Growth	
Observation	• Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]
4.2 Self-Identity and Confidence	
Observation	• Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions
4.2 Commitment to Act	

Name_____ Class_____

What Do You Already Know About Your Topic?



Name_____ Class_____

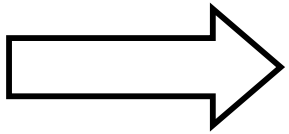
My Inquiry

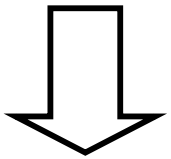
My Knowledge

What do I know?

My Questions

What do I wonder?





My Notes

What did I find out?

Name_____ **Class**_____

I Wonder…

TOPIC:
I wonder what_____ _____ _____
I wonder how_____ _____ _____
I wonder why_____ _____ _____

Name_____ **Class**_____

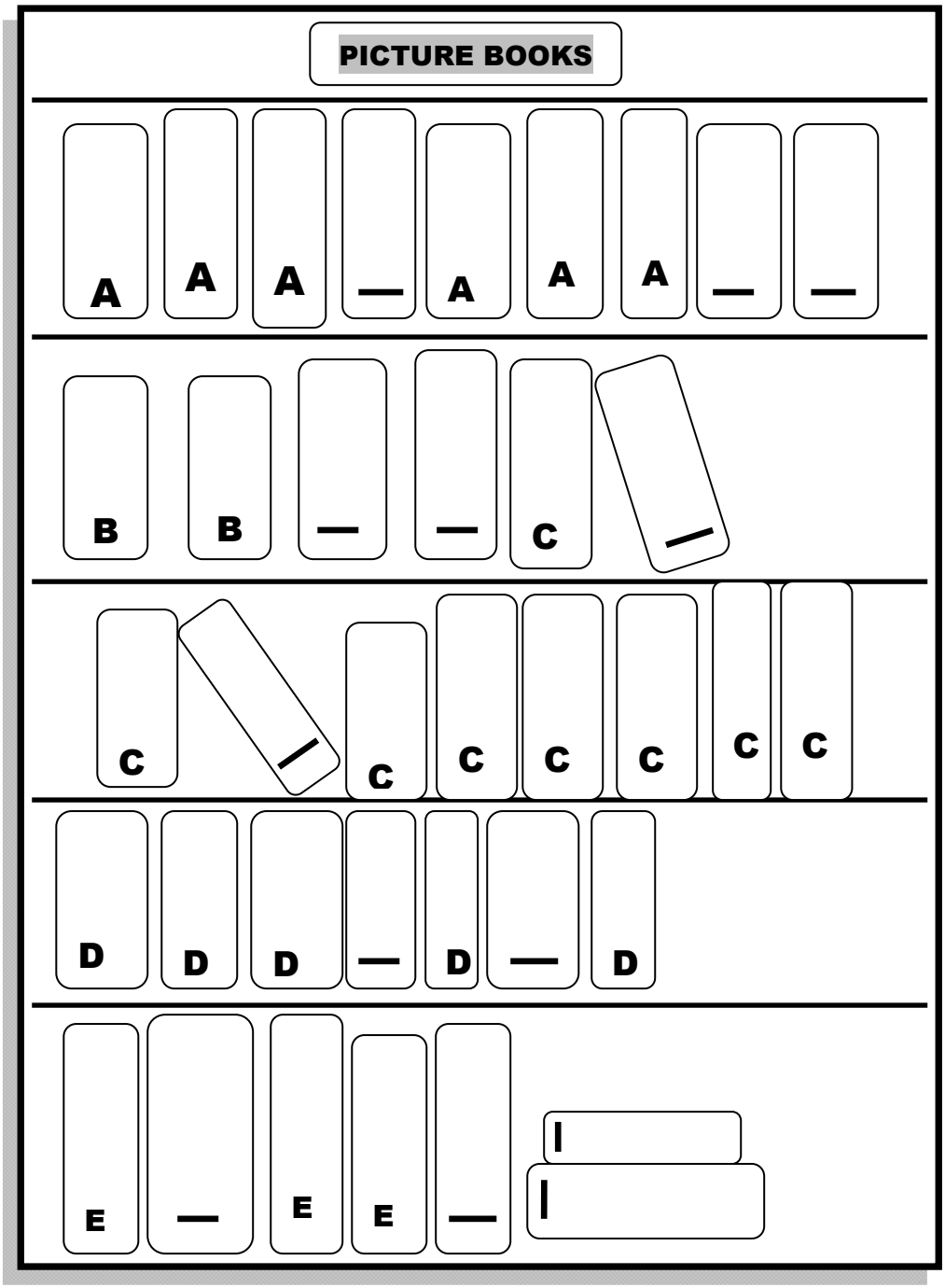
I Wonder…

TOPIC: _____ _____ _____ _____
I wonder what_____ _____
I wonder how_____ _____
I wonder why_____ _____
I wonder if_____ _____
I wonder when_____ _____
I wonder who_____ _____
I wonder where_____ _____

Name_____Class_____

How Picture Books Are Organized in the Library

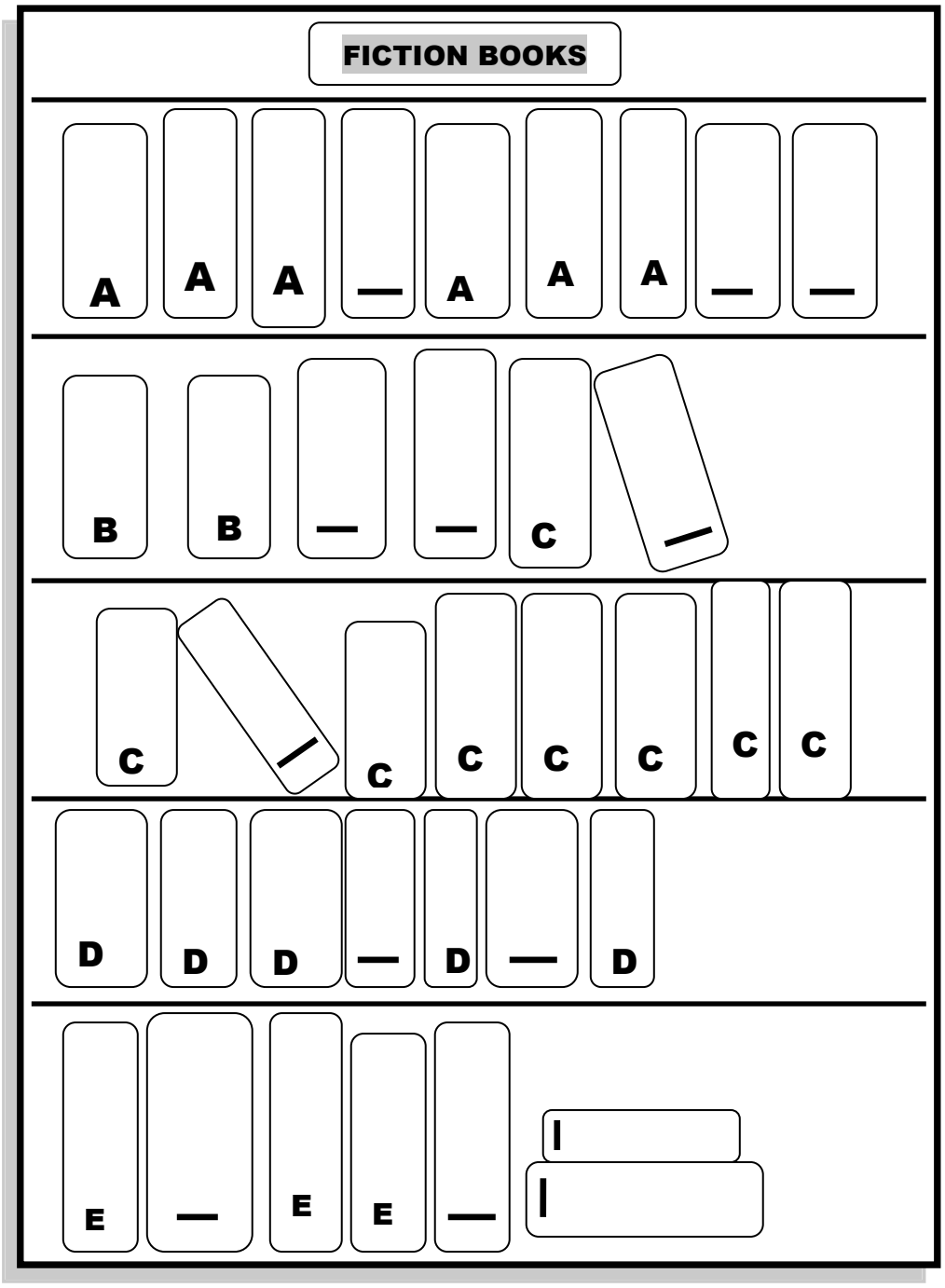
Fill in the missing letters of the alphabet on the bookshelf.



Name_____Class_____

How Fiction Books Are Organized in the Library

Fill in the missing letters of the alphabet on the bookshelf.



Name_____ Class_____

Recognizing Facts and Forming Opinions

Topic:

_____

_____

Fact: What do you know is true?	Opinion: What do you think about that?

Name_____Class_____

Point of View

Little Red Riding Hood

I am **mad** because I am hungry.

I am **happy** to go to my Grandmother's house to take her these muffins.

Your Story and Characters

Write a word for each character that tells how each character is feeling.

Character's Name

Character's Name

Name_____Class_____

Using Facts to Answer Questions

Question: _____

_____

_____ **?**

FACT:

FACT:

FACT:

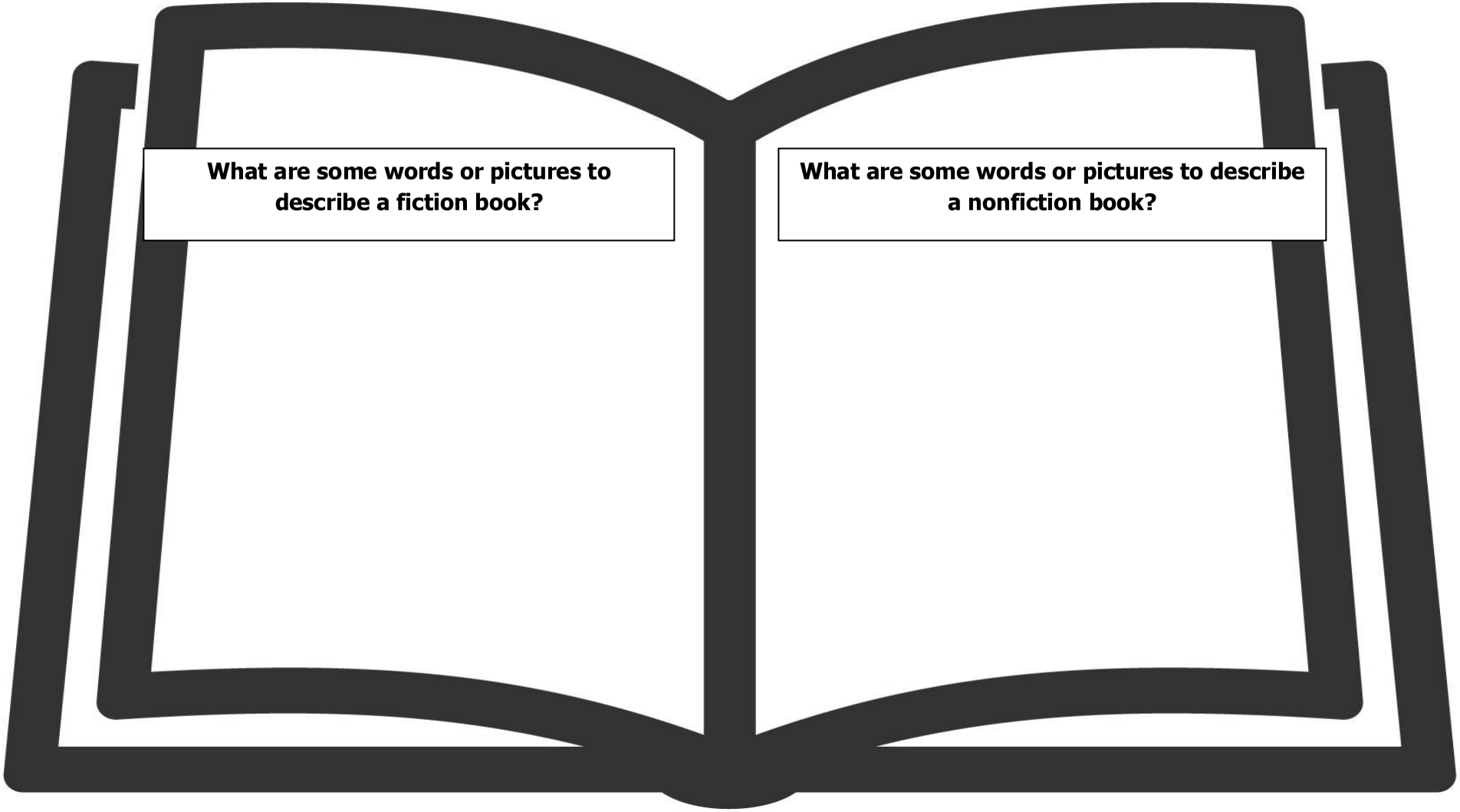
I learned _____

_____

_____

Name_____ Class_____

Fiction and Nonfiction Books



What are some words or pictures to describe a fiction book?

What are some words or pictures to describe a nonfiction book?

Name_____ Class_____

Picturing the Main Idea of a Story

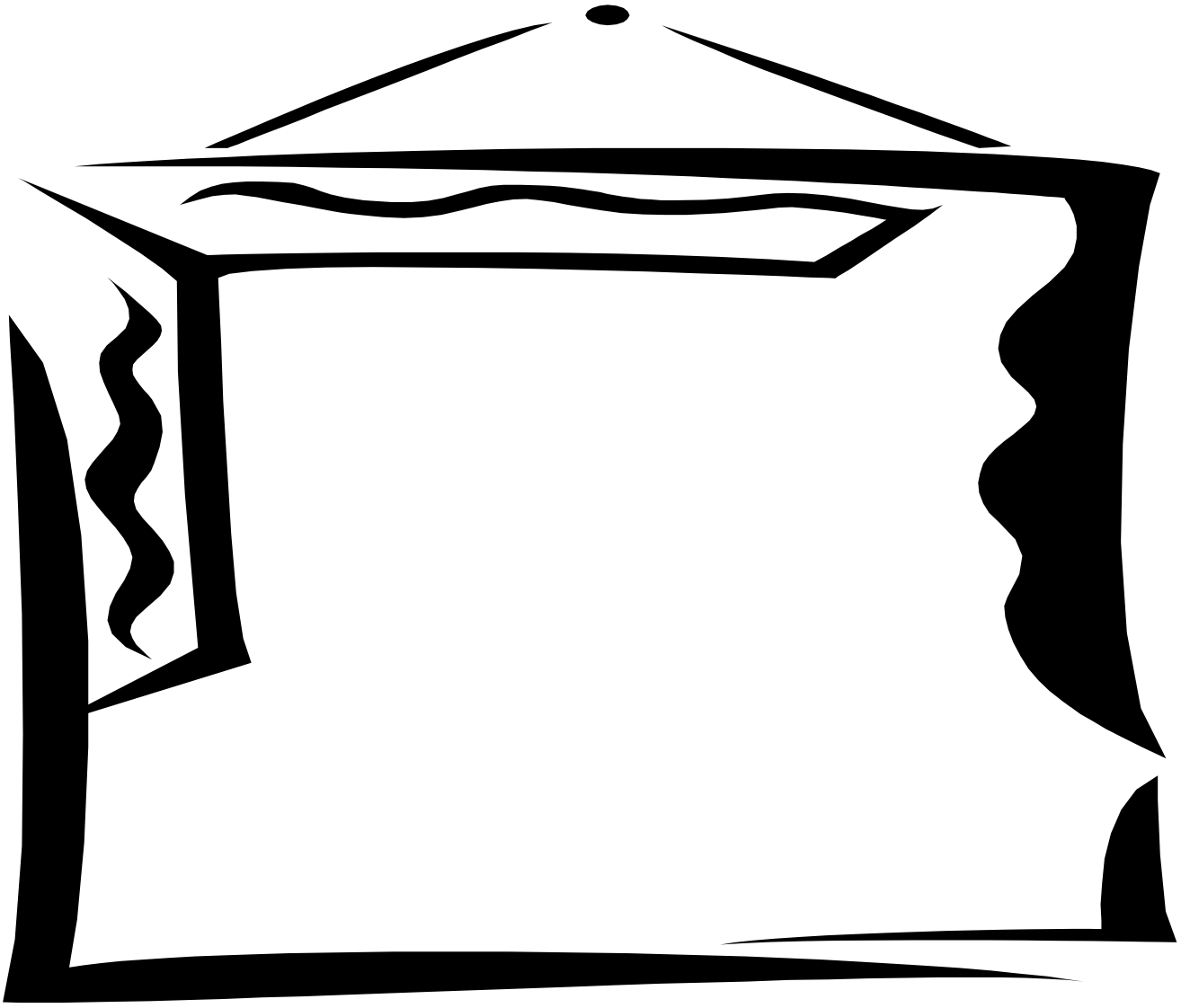
Write down the main idea of the story and draw a picture of it.

This story is about

_____

_____

_____



_____

(Caption for picture)

Name_____ Class_____

Picturing the Main Idea about a Topic

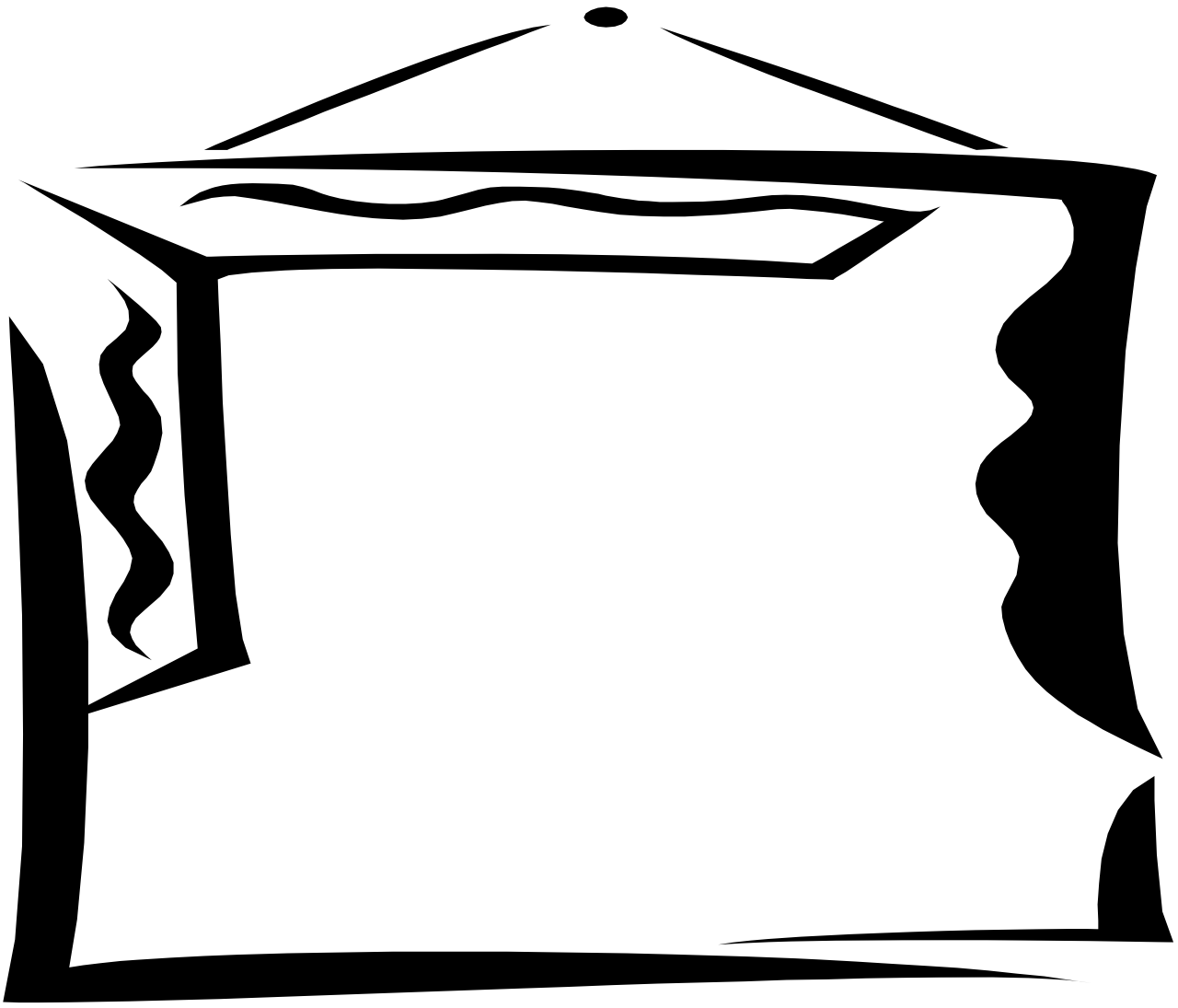
Write down the main idea about the topic and draw a picture of it.

This topic is about

_____

_____

_____



_____

(Caption for picture)

Name_____ Class_____

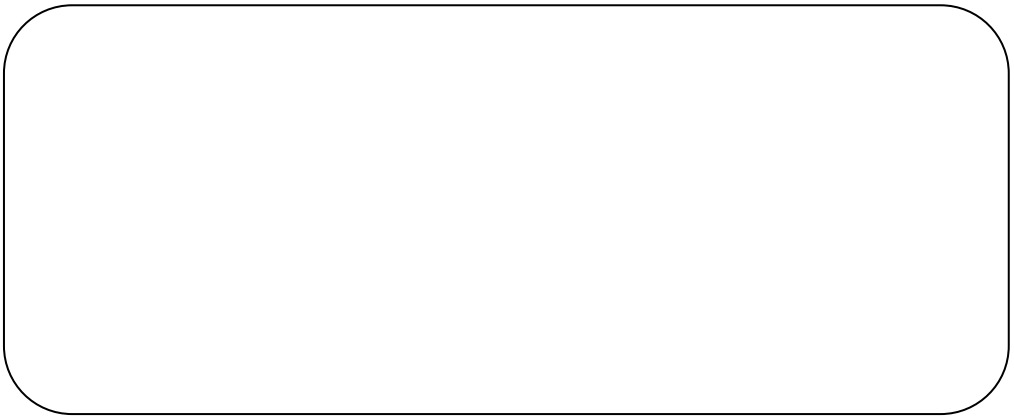
Prior Knowledge and New Understandings

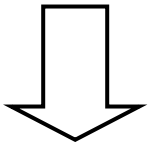
I knew…

_____

_____

_____



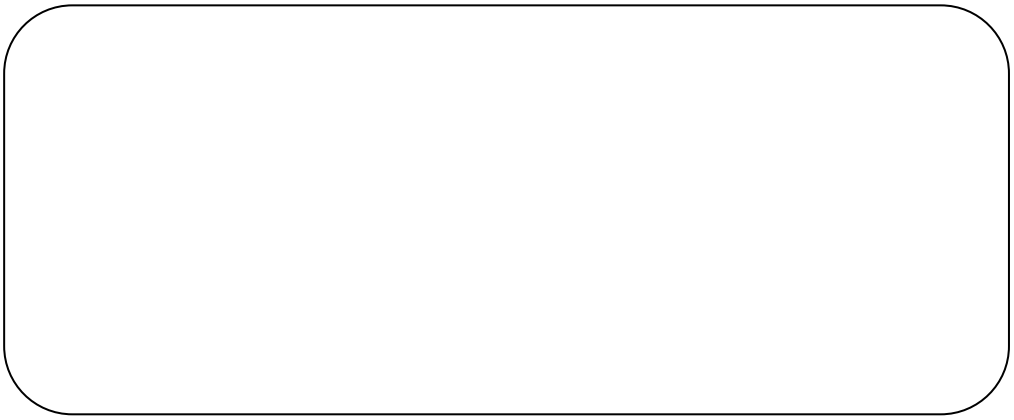


I now know…

_____

_____

_____



Name_____ Class_____

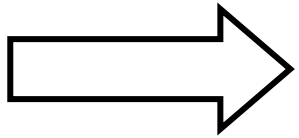
My Inquiry

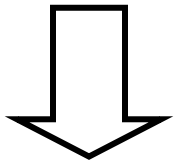
My Knowledge

What do I know?

My Questions

What do I wonder?





My Notes

What did I find out?

Name_____ Class_____

My Sources

Author's Last Name	
Author's First Name	
Title of Book	

Author's Last Name	
Author's First Name	
Title of Book	

Example

Author's Last Name	**Jones**
Author's First Name	**David**
Title of Book	**Birds of North America**
Jones, David. Birds of North America.	

Name_____Class_____

Knowing and Learning in the Library

Draw a picture.

In the library, I know how to...

In the library, I want to learn how to...

Name_____Class_____

Knowing and Learning in the Library

Draw a picture and write a sentence.

In the library, I know how to...

In the library, I know how to...

_____

_____

_____

_____

_____

_____

_____

In the library, I want to learn how to...

In the library, I want to learn how to...

_____

_____

_____

_____

_____

_____

Name_____ Class_____

Now I Wonder…

Topic: _____

who where when what

I wonder_____

I wonder_____

I wonder_____

I wonder_____

How Why If

Name_____Class_____

Designing a Solution

What is the problem?

Create a solution.

What did you try?

How did it work?

How will you improve your solution?

Name_____ Class_____

Picturing the Main Idea of a Story

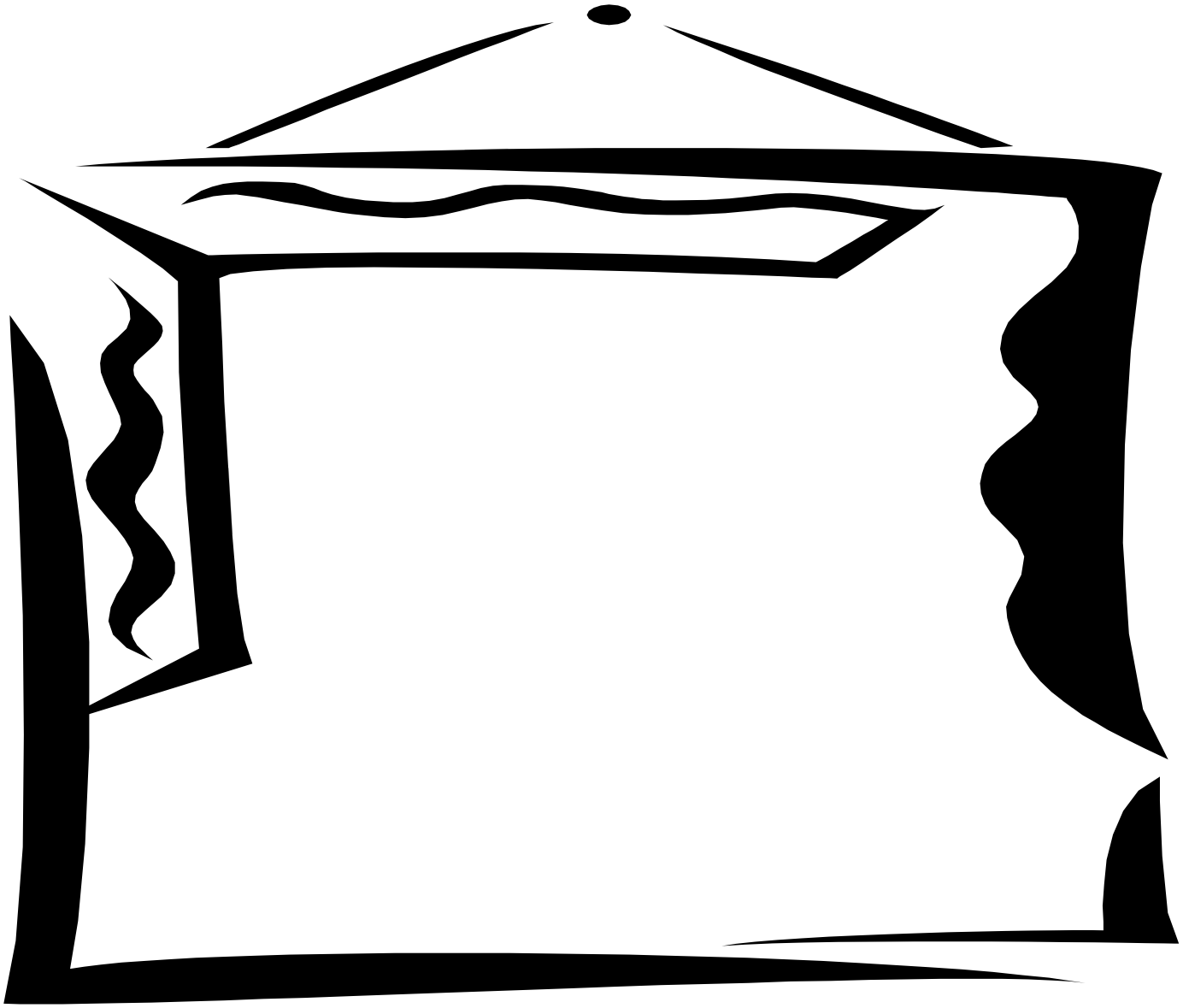
Write down the main idea of the story and draw a picture of it.

This story is about

_____

_____

_____



_____

(Caption for picture)

Name_____ Class_____

Main Ideas and Key Details

Topic:

Main Ideas	Details
Main Idea	• • • •
Main Idea	• • • •
Main Idea	• • • •

Source:

Name_____ Class_____

Book and Media Sources

Book

Author's Last Name	
Author's First Name	
Title of Book	

Media:

Creator's Last Name or Name of Organization	
Creator's First Name	
Title of Media	

Example (Book):

Jones, David. Birds of North America.

Example (Media):

National Geographic Society. "Birds of Prey."

Name_____Class_____

Safe and Private Online

To be safe and private when you are online, follow these simple rules:

Use ONLY programs and websites approved by your teacher or parent.

Do NOT share:

- **Pictures of yourself**
- **Information about yourself or your family**

Do CREATE a private username:

- **No last name**
- **Could be first name with first initial of last name (for example, SophiaG)**
- **Could be a favorite animal with the initial of your first name (for example, LionS)**
- **Pick a name you can remember**

Your Username:

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
2.1: Background Information	• Responds to background information (delivered through videos, stories, texts, discussions) by restating/ retelling main ideas and details about the topic
1.1 Wonder	
2.2: I Wonder *2.3: My Inquiry*	• Develops "I wonder" questions independently while reading or listening to texts about the research topic
1.1 Investigate – Sources	
2.4: Online Catalog Searching for Library Resources	• Recognizes that sources can be located in the online catalog by looking up the author, title, or key words
2.5: Websites: Who is the author or creator?	• Identifies the author or creator of a website
1.1 Investigate – Evidence	
2.6: Main Ideas and Key Details	• Identifies main ideas and key details in a text
2.7: Interpreting Visual Information	• Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea
1.1 Investigate – Making Sense of Information and Notetaking	
1.1 Construct	
2.8: Developing My Own Opinion	• Develops own opinion about a topic with evidence to support the opinion
1.1 Express	
2.9: Main Ideas and Supporting Details *2.10: Main Points*	• Organizes information by main ideas and important details
REACTS	• Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)
2.11: My Sources	• Makes a list of the source(s) used with title and author
1.1 Reflect	
2.12: Strengths and Goals in the Library	• Identifies own strengths and sets a goal for improvement
2.13: Now I Wonder	• Asks, "What do I wonder about now?"
1.2 Design Thinking	
2.14: Designing a Solution	• Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
2.15: Comparing Two Stories	• Compares characters in two different stories, or plots in two stories by same author
2.1 Visual Literacy	
2.16: Gathering Information from Visuals	• Gathers information from illustrations and text features
2.1 Media Literacy	
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
2.17: Comparing Stories from Different Cultures	• Compares folktales or stories from different cultures
3.1 Civic Reasoning	
Observation	• Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time
3.2 Collaboration	
Observation	• Participates in shared research and exploration about a topic
Class Discussion Observation	• Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities
3.3 Intellectual Property Rights	
2.18: Taking Notes to Answer Questions	• Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences
3.3 Safe and Ethical Use of Technology	
Class Discussion	• Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology

Class Discussion and Activity (Role Play)	• Identifies behaviors that are examples of cyberbullying and demonstrates effective responses

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout Conversations	• Selects fiction and nonfiction books or media to read and enjoy on own
4.1 Social and Emotional Growth	
Observation	• Displays resiliency by responding to feedback or failure and revising own work [self-awareness]
4.2 Self-Identity and Confidence	
Class Discussion Observation	• Asks others for clarification of their ideas and offers own ideas during conversations and discussions
4.2 Commitment to Act	

Name_____ Class_____

Background Information

Topic:

Main Ideas	Details
Main Idea	• • • •
Main Idea	• • • •
Main Idea	• • • •

Name_____ **Class**_____

I Wonder…

TOPIC: _____ _____ _____ _____
I wonder what_____ _____
I wonder how_____ _____
I wonder why_____ _____
I wonder if_____ _____
I wonder when_____ _____
I wonder who_____ _____
I wonder where_____ _____

Name_____ Class_____

My Inquiry

My Knowledge

What do I know?

My Questions

What do I wonder?

My Notes

What did I find out?

Name_____ Class_____

Online Catalog Searching for Library Resources

Circle the key or important words in your question.

Question:

What other words could you use? (Think of synonyms or related words.)

Write down the source where you found your answer.

_____

_____

_____

Name_____ Class_____

Websites: Who is the author or creator?

Websites may be created by one person or by an organization. You can follow the clues to figure out who created a website.

Clue: Click on "About" to get a pulldown menu.

What would you click on to find out what NASA is?

_____

How will you decide if you can trust NASA to provide good information?

_____

_____

Name_____ Class_____

Main Ideas and Key Details

Topic:

Main Ideas	Details
Main Idea	• • • •
Main Idea	• • • •
Main Idea	• • • •

Source:

Name_____ Class_____

Interpreting Visual Information

Topic:

What do you see?	What do you think it means?

What is the main idea of this visual?

Source of Visual:

Name_____ Class_____

Developing My Own Opinion

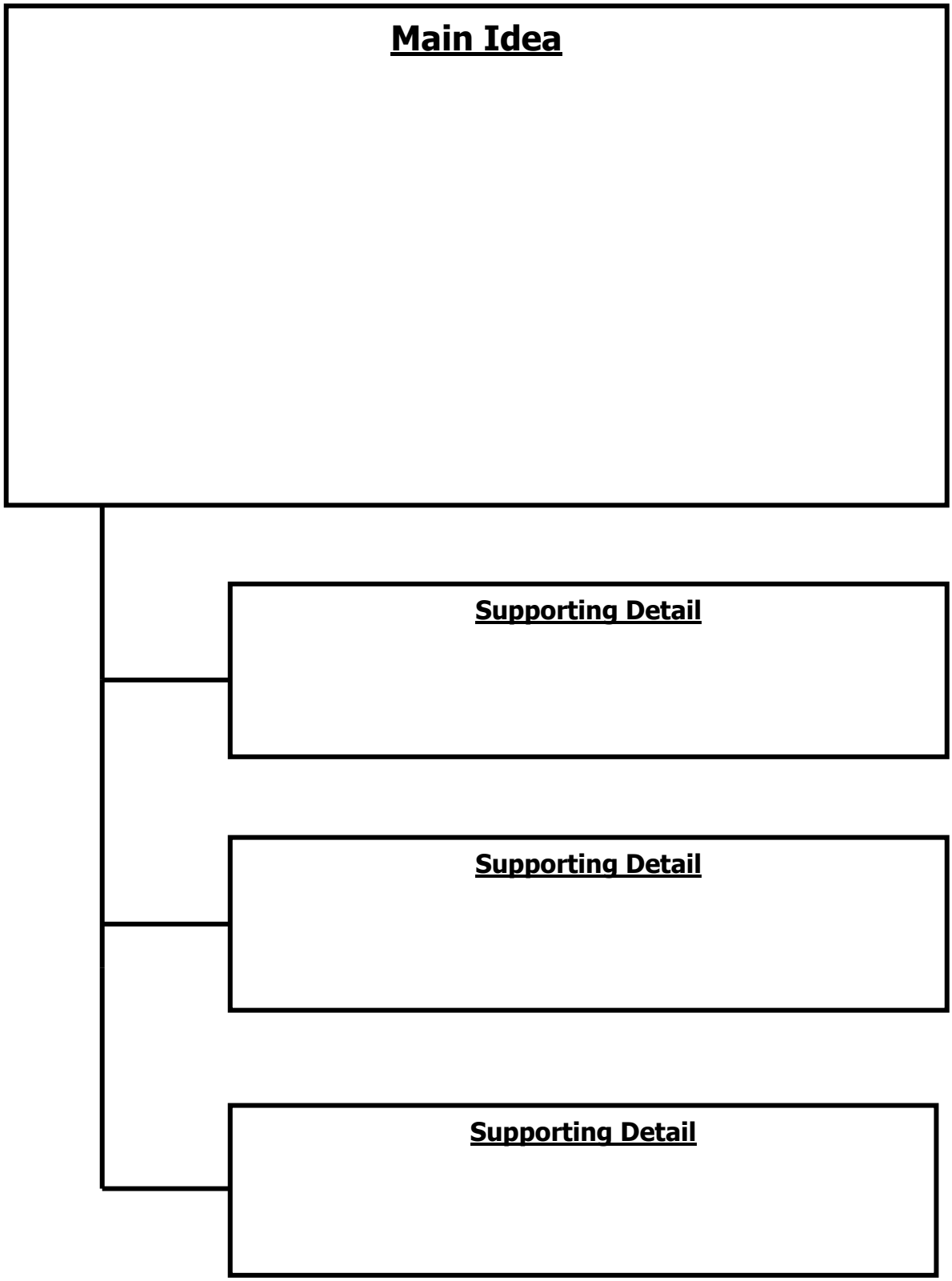
Topic:

My Opinion About this Topic

This Evidence Helped Me Form My Opinion

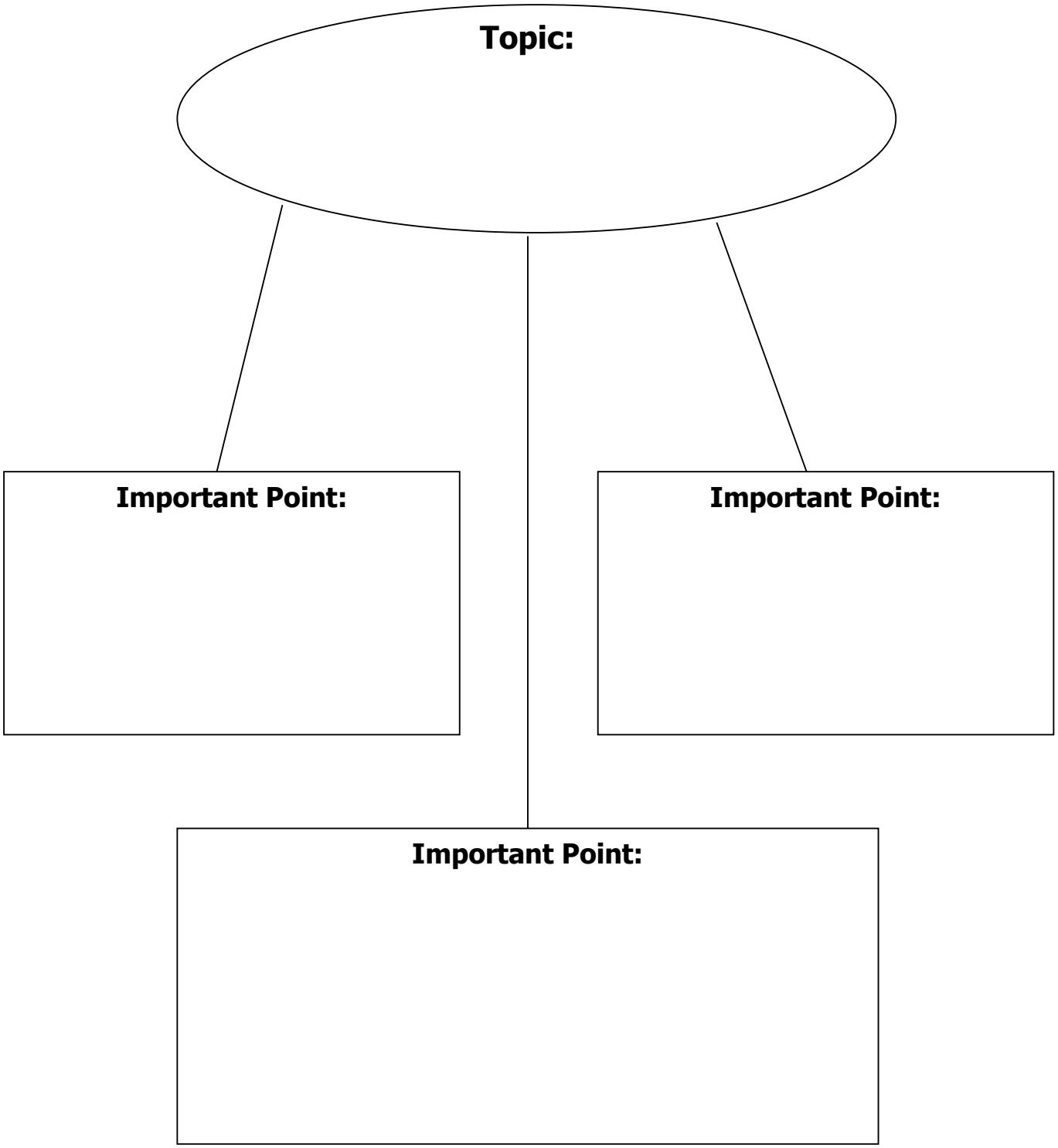
Name_____ Class_____

Main Idea and Supporting Details



Name_____Class_____

Main Points



Name_____ Class_____

My Sources

Author's Last Name	
Author's First Name	
Title of Book	

Author's Last Name	
Author's First Name	
Title of Book	

Example

Author's Last Name	**Jones**
Author's First Name	**David**
Title of Book	**Birds of North America**
Jones, David. Birds of North America.	

Name_____ Class_____

Strengths and Goals in the Library

What can you do in the library?

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

What do you want to be able to do?

1._____

_____

_____

2._____

_____

_____

3._____

_____

_____

Name_____ Class_____

Now I Wonder…

Topic: _____

who where when what

I wonder_____

_____

_____

I wonder_____

_____

_____

I wonder_____

_____

_____

I wonder_____

_____

_____

How Why If

_____

_____

_____

Name_____Class_____

Designing a Solution

What is the problem?

Create a solution.

What did you try?

How did it work?

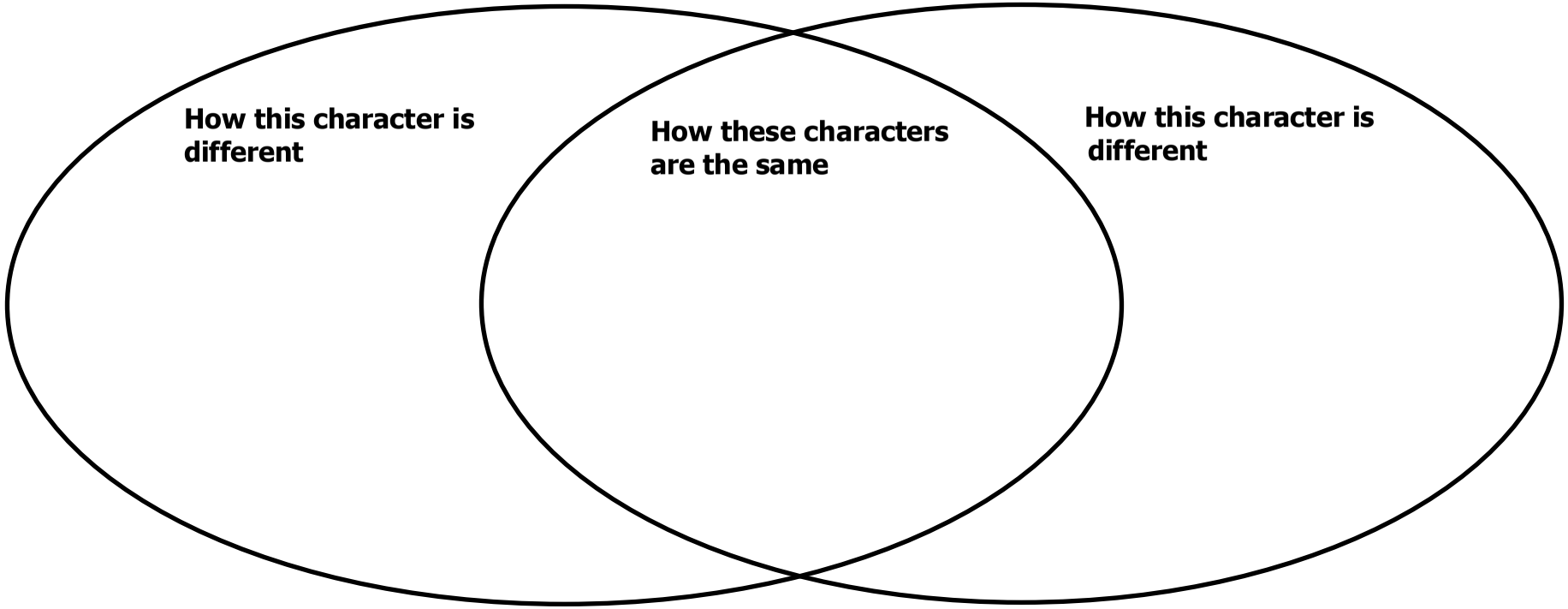
How will you improve your solution?

Name_____ Class_____

Comparing Two Stories

Story:

Story:



Which character do you like better? Why?

Name_____ Class_____

Gathering Information from Visuals

Illustrations

What can you learn about healthy foods by looking at this picture?

Special Text Features

CLARA BARTON

DECEMBER 25, 1821–APRIL 12, 1912

"ANGEL OF THE BATTLEFIELD"
NURSE
HUMANITARIAN
FOUNDER, AMERICAN RED CROSS

September 17, 1862, is called the bloodiest day of the American Civil War (1861–1865).

It was the day of the Battle of Antietam (some call it the Battle of Sharpsburg), and Clara Barton was there to help care for the wounded. As cannon shells exploded and male nurses ran for cover, she stayed by the surgeon's side, steadying the crude operating table. He later called her "the true heroine of the age, the angel of the battlefield."

She knew she had to go. The United States' worst flood disaster ever had devastated Johnstown, Pennsylvania. A dam

Clara Barton posed for this portrait around the year 1860, just before the Civil War.

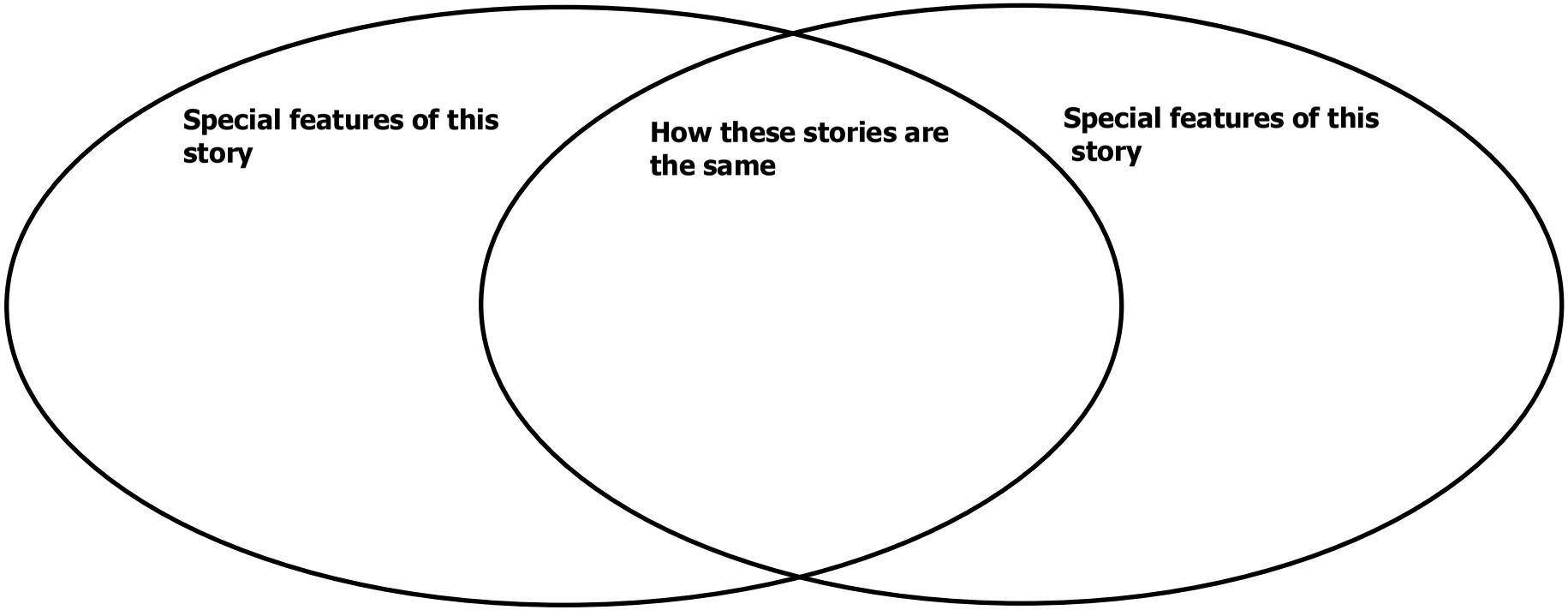
How do the text features (headlines, picture captions, words in different kinds of type, use of color, pictures) help you decide what is important about Clara Barton?

Name_____ Class_____

Comparing Stories from Different Cultures

Story:

Story:



These stories come from two different cultures. Do the stories show you how the cultures are alike and different? Why or why not?

Name_____ Class_____

Taking Notes to Answer Questions

Question:	
Fact to answer question in words, phrases, or picture	**Fact to answer question in words, phrases, or picture**
Fact to answer question in words, phrases, or picture	**Fact to answer question in words, phrases, or picture**
Fact to answer question in words, phrases, or picture	**Fact to answer question in words, phrases, or picture**
Source:	

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
3.1: Background Information	• Uses a source provided by the teacher to acquire background information
1.1 Wonder	
3.2: I Wonder *3.3: Asking Questions About Ideas that Interest Me*	• Formulates questions for investigation of a topic with guidance
1.1 Investigate – Organization	
3.4: Dewey Decimal System	• Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each
1.1 Investigate – Sources	
3.5: Online Catalog Searching for Library Resources	• Searches the online catalog (author, title, and key words) with assistance to locate materials
3.6: Using a Website to Find Appropriate Information	• With guidance, uses bookmarked websites to find appropriate information
1.1 Investigate – Evidence	
3.7: Using Main Ideas and Details to Answer Questions	• Selects evidence that explicitly answers the research questions with main ideas and details
3.8: Facts, Opinions, and Point of View	• Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" because some of the information may be opinion or stated from only one point of view
3.9: Asking Questions During Reading	• With help, begins to ask questions about the text during reading or listening
1.1 Investigate – Making Sense of Information and Notetaking	
3.10: Taking Notes on the Main Idea, Supporting Facts, and Details	• Uses simple notetaking strategies (e.g., graphic organizers)
1.1 Construct	
3.11: Main Idea and Supporting Details	• States the main idea with some supporting details
3.12: Drawing Conclusions from Information	• Draws conclusions about research including whether a question was answered or not

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Express	
REACTS	• Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian
3.13: Main Points	• Presents information clearly so that main points are evident
1.1 Reflect	
3.14: Strengths and Goals	• Identifies own strengths and sets goals for improvement
1.2 Design Thinking	
3.15: Designing a Solution	• Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
3.16: Identifying Story Elements and Theme	• Discusses the main idea or theme of a story
2.1 Visual Literacy	
3.17: Interpreting Illustrations in Stories	• Explains the meaning of illustrations and what they add to the words of a story
2.1 Media Literacy	
3.18: Evaluating a Media Source for Accuracy	• Evaluates a media source for accuracy
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
3.19: Verifying Information	• Verifies information that is presented as "the truth"
3.1 Civic Reasoning	
Class Discussion	• Engages in conversations with peers to exchange ideas and information about social and civic issues
3.2 Collaboration	
Class Discussion	• Actively contributes to group discussions
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	
3.20: Cybersafety Checklist	• Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout Conversation	• Demonstrates motivation to read and learn on own
4.1 Social and Emotional Growth	
Observation Class Discussion	• Identifies and empathizes with the perspectives of others [social awareness]
Observation	• Forms positive relationships with peers [relationship skills]
4.2 Self-Identity and Confidence	
Observation Class discussion	• Displays self-confidence in forming and sharing own opinion and ideas
4.2 Commitment to Act	

Name_____ Class_____

Background Information

Topic:

Main Ideas	Details
Main Idea	• • • •
Main Idea	• • • •
Main Idea	• • • •

Name_____ Class_____

I Wonder…

TOPIC:

_____

_____

_____

_____

I wonder what_____

_____

I wonder how_____

_____

I wonder why_____

_____

I wonder if_____

_____

I wonder when_____

_____

I wonder who_____

_____

I wonder where_____

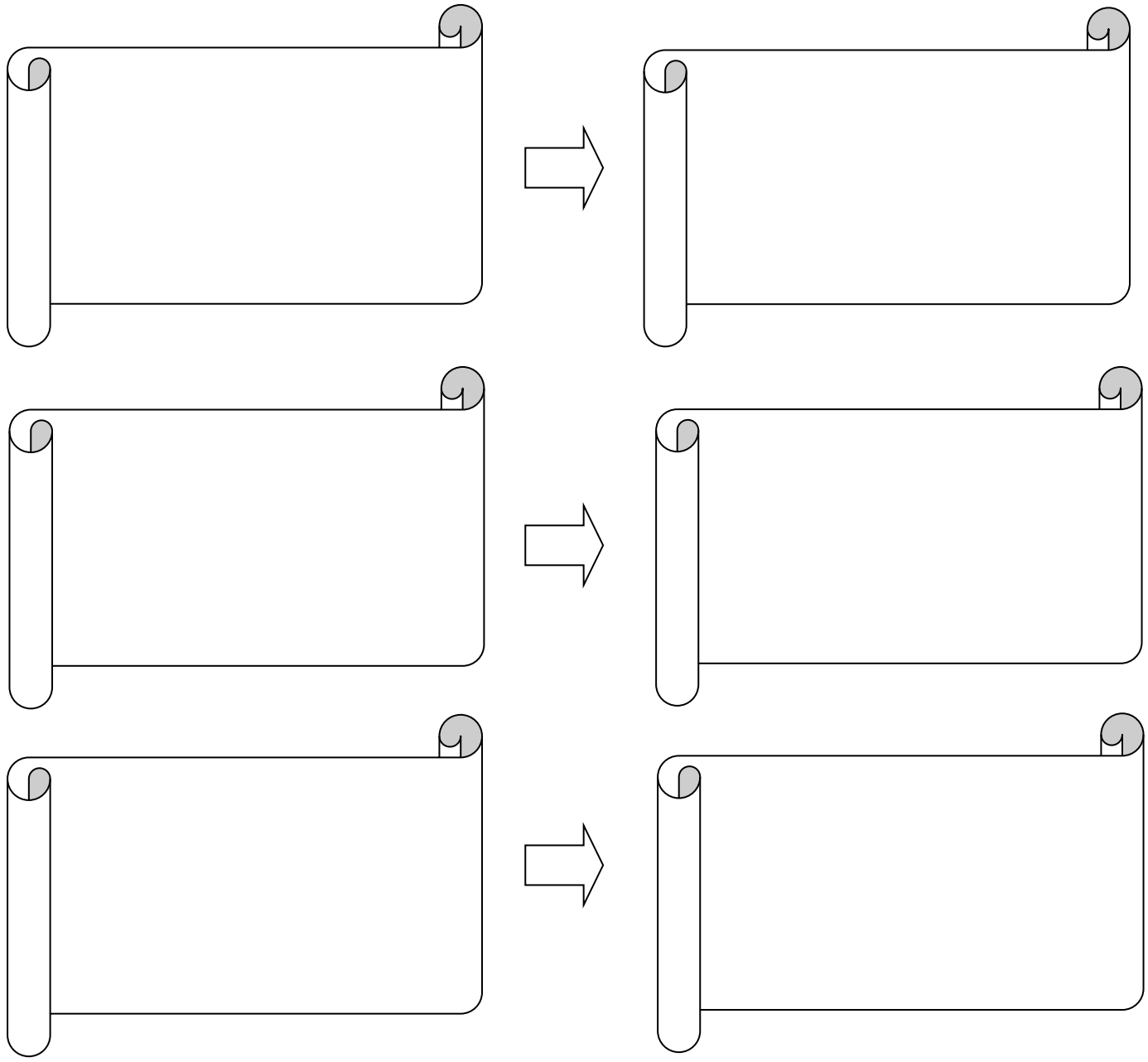
_____

Name_____ Class_____

Asking Questions about Ideas that Interest Me

Topic:

Ideas About this Topic that Interest Me:	Questions I Have About Those Ideas:



Name_____ Class_____

Dewey Decimal System

Dewey Class	Main Subjects	Interesting Title and Dewey Number
000's General works		
100's Philosophy and Psychology		
200's Religion		
300's Social Science		
400's Language		
500's Pure Science		
600's Applied Science		
700's The Arts		
800's Literature		
900's History and Geography		

Name_____ Class_____

Online Catalog Searching for Library Resources

Circle the key or important words in your question.

Question:

What other words could you use? (Think of synonyms or related words.)

Write down the source where you found your answer.

_____

_____

_____

Name_____ Class_____

Using a Website to Find Appropriate Information

Question:

What is the Website about?	**Clues:**	**Is it easy to tell what the Website is about?**
Who is the author/creator of the Website?	**Clues:**	**Is the author/creator of the website trustworthy?**
Is the content well-written on the Website?	**Clues:**	**Is the Website easy to read and find the main ideas?**
Find three facts from the Website to answer your question.	**1)** **2)** **3)**	**Is this fact helpful?** **Is this fact helpful?** **Is this fact helpful?**

Name_____Class_____

Using Main Ideas and Details to Answer Questions

Question: _____

_____

_____ **?**

Main Idea that Answers the Question:

Details:

Main Idea that Answers the Question:

Details:

Name_____ Class_____

Facts, Opinions, and Point of View

Question to Be Answered:

Label facts and opinions and determine the author's point of view:

Source	Facts (F) and Opinions (O)	Point of View

Name_____ Class_____

Asking Questions During Reading

Story or Text: _____

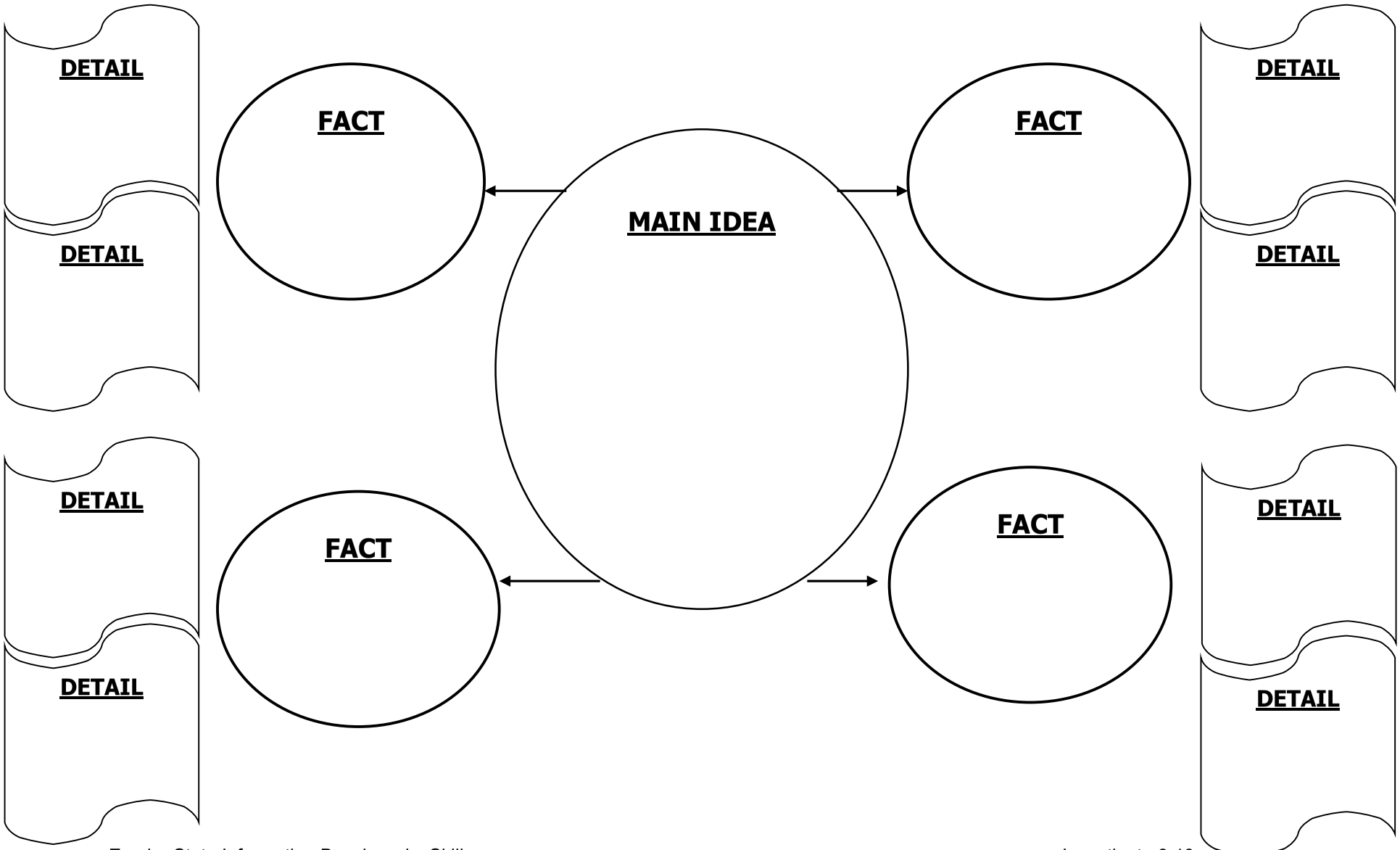
As you are reading, ask yourself questions to help you understand the meaning. You will decide to use different questions at different times.

Read a section of your story or text, **pick the best question to ask for each page or paragraph**, then answer the question with your own thoughts.

Questions to Ask While Reading	Page Number	Your Answers
Who is speaking? Is it the author or a character? How does knowing the speaker help you understand the meaning?		
What is the main idea of what the author or character is saying?		
Does this idea make sense to you? Why?		
How does this passage make you feel?		
What connections can you make to your own life?		
What do you think will happen next? Why?		

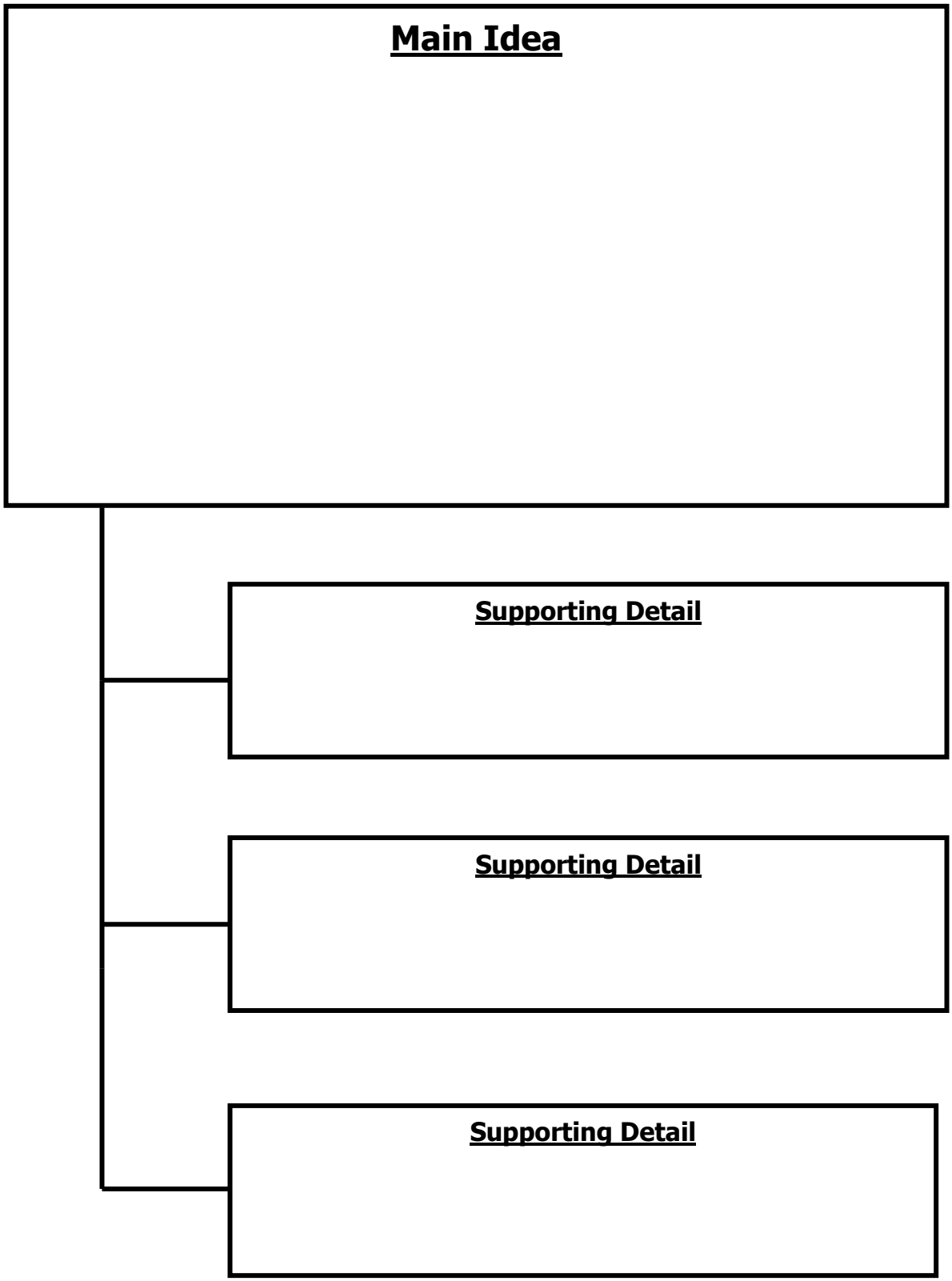
Name_____ Class_____

Taking Notes on the Main Idea, Supporting Facts, and Details



Name_____ Class_____

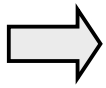
Main Idea and Supporting Details

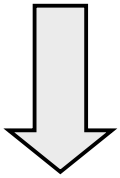


Name_____ Class_____

Drawing Conclusions from Information

Facts	Inferences

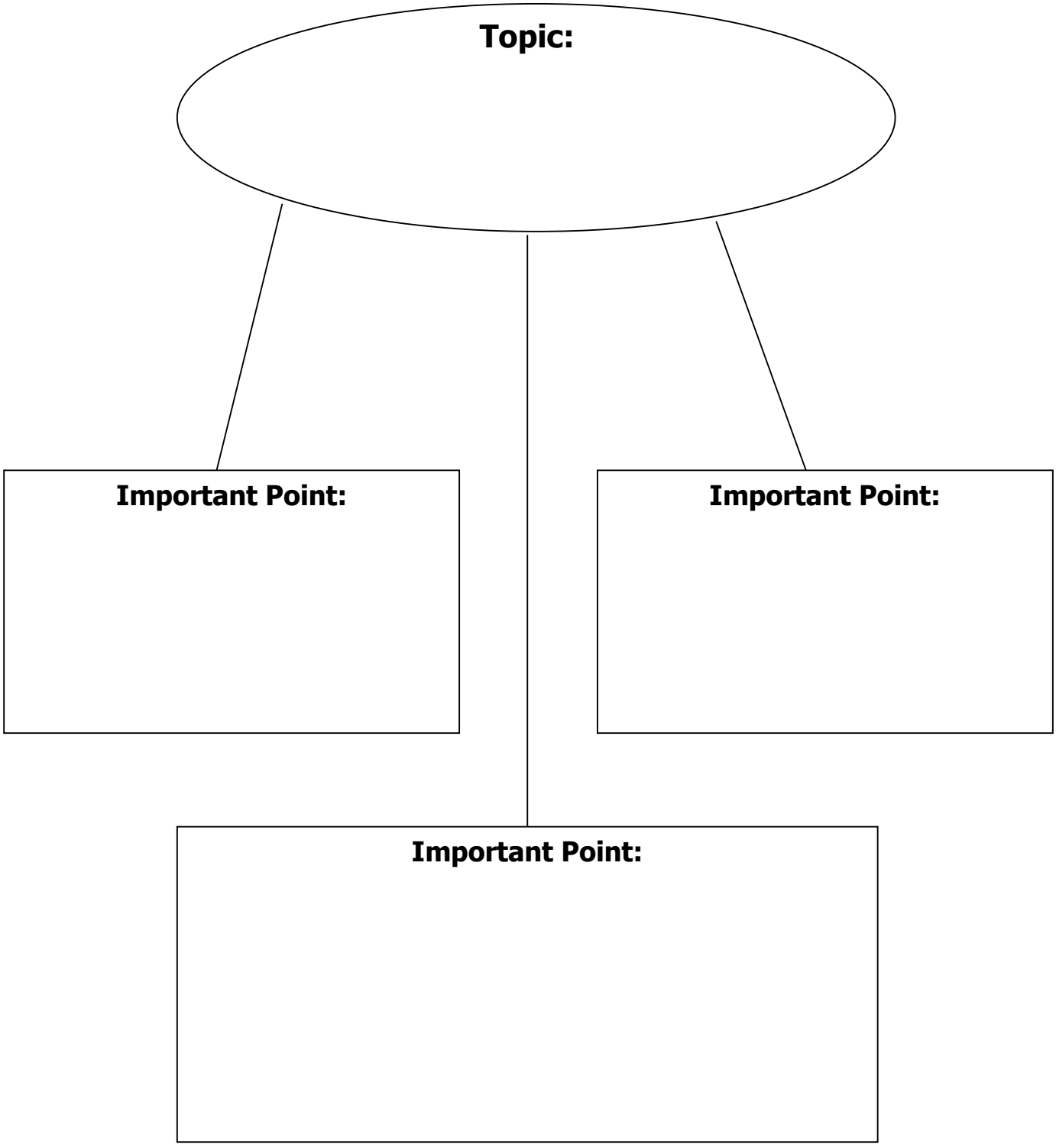




Conclusion

Name_____Class_____

Main Points



Name_____ Class_____

Strengths and Goals

What I did well:	Why was it good?
1.	1.
2.	2.
3.	3.

What could have been better:	How can I improve it?
1.	1.
2.	2.
3.	3.

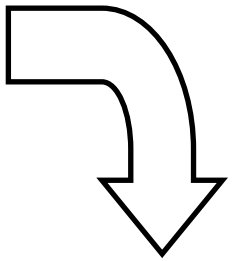
Name_____Class_____

Designing a Solution

What is the problem?

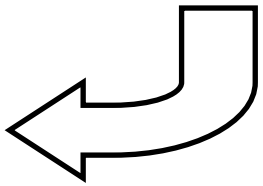
Create a solution.

What did you try?



How did it work?

How will you improve your solution?



Name_____ Class_____

Identifying Story Elements and Theme

Title

_____

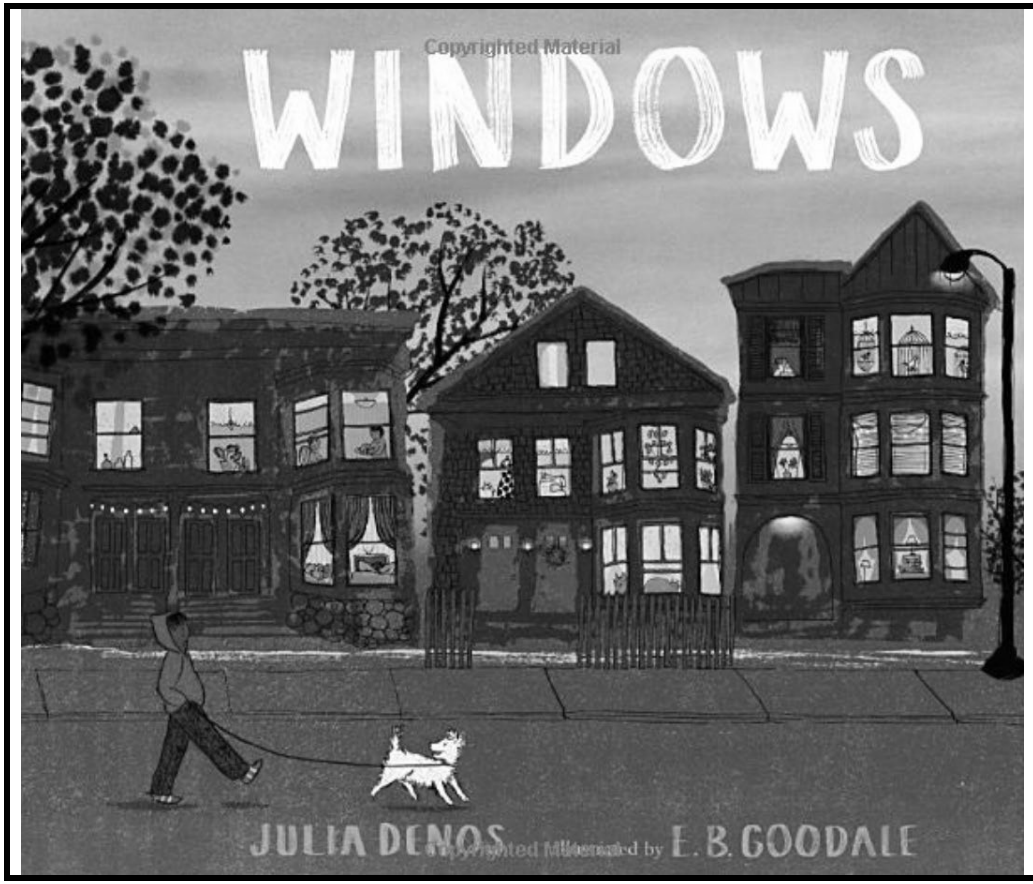
Author_____

Character(s)
Setting
Problem (conflict)
Solution (resolution)
Theme

Name_____ Class_____

Interpreting Illustrations in Stories

Story: Windows



What do you see?

What do you think it means?

What does this illustration add to the meaning of the story?

Name_____ Class_____

Evaluating a Media Source for Accuracy

Source Title:

Criteria	Your Judgment	Why You Made that Judgment
Is the author or creator of this media source an authority on the topic?		
Do the main ideas make sense to you?		
Name specific facts that you believe to be accurate and explain how they fit with what you already know.		
Name specific facts that need to be checked in another source to be sure they are accurate.		

Name_____ Class_____

Verifying Information

	Source:		Source:	
Criteria	**Your Analysis**	**Possible Impact**	**Your Analysis**	**Possible Impact**
Authority of author or creator				
Point of view of author or creator				
Facts that can be checked in another source or opinions that are backed up by evidence				
Factual rather than emotional language				
Source(s) of information are cited				
Your Decision: Credibility of information in source				

Name_____Class_____

Cybersafety Checklist

Make sure you are safe and private online by following these guidelines:

Guideline	What will you do to follow this guideline?
1. Keep your personal information private (name, address, school)	
2. Create and use your Internet password carefully (strong password that is not shared)	
3. Tell your parents and teacher when something online makes you uncomfortable	
4. Tell your parents and teacher when someone is saying mean things online	
5. Do not post anything that would hurt someone's feelings or that is not truthful	
6. Use only software and websites that have been approved by your parents or teacher	
7. Use the Internet only when you have permission from your parents or teacher	

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
4.1: Using Background Information to Brainstorm Ideas	• Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry
1.1 Wonder	
4.2: Predicting Answers	• Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help
1.1 Investigate – Organization	
4.3: Using Organizational Features of a Book to Locate Information	• Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information
1.1 Investigate – Sources	
4.4: Analyzing and Comparing Primary and Secondary Sources	• Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic
1.1 Investigate – Evidence	
4.5: Comprehending Information on Websites	• Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites
4.6: Making Inferences about Explicit Facts *4.7: Readers Make Inferences*	• Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning
1.1 Investigate – Making Sense of Information and Notetaking	
4.8: Paraphrasing Chart *4.9: Summarizing the Important Ideas*	• Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion
1.1 Construct	
4.10: Supporting the Main Idea *4.11: Organizing by Chronological Order*	• With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information
4.12: Supporting Main Ideas with Facts and Inferences	• Identifies facts, details, and inferences that support main ideas
4.13: Drawing a Conclusion from Evidence	• Draws a conclusion about the main idea with evidence to support that conclusion

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Express	
4.14: Claim, Reasoning, and Evidence	• Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it
4.15: Consideration of Purpose and Audience	• Understands concept of "audience"; determines audience before choosing format and creating product
4.16: Using Feedback to Revise My Work *4.17: Student Research Checklist*	• Assesses and revises own work based on teacher-provided criteria
1.1 Reflect	
4.18: How Am I Doing?	• Identifies the important features for a good product and presentation
4.19: Strengths and Goals	• Identifies own strengths and sets goals for improvement
1.2 Design Thinking	
4.20: Designing a Solution	• Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
4.21: What Makes This Story Special?	• Uses evidence from stories to discuss characters, setting, plot, time, and place
2.1 Visual Literacy	
4.22: Interpreting Visual Information	• Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text
2.1 Media Literacy	
4.23: Evaluating a Media Source for Accuracy and Purpose	• Evaluates a media source for accuracy and purpose
2.2 Multiple Literacy Presentation	
4.24: Effective Presentations	• Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
3.1 Civic Reasoning	
3.2 Collaboration	
Observation	• Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products
3.3 Intellectual Property Rights	
Checking final product against notes	• Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used
3.3 Safe and Ethical Use of Technology	
4.25: Netiquette Checklist	• Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout Observation	• Identifies favorite authors, genres, and topics and explores them on own
4.1 Social and Emotional Growth	
Class Discussions Observation	• Identifies and respects cultural differences and diverse opinions [social awareness]
4.2 Self-Identity and Confidence	
4.26: Personal Identity	• Recognizes multiple facets of own personal identity
4.2 Commitment to Act	

Name_____ Class_____

Using Background Information to Brainstorm Ideas

Source:

_____

_____

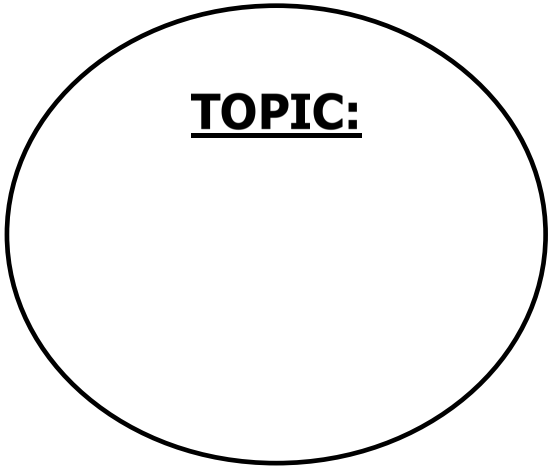
Information:

Source:

_____

_____

Information:



Ideas for further inquiry:

Ideas for further inquiry:

Name_____ Class_____

Predicting Answers

Topic: _____

I Know from Background Information and Experience	I Wonder	I Predict I Will Find

Name_____ Class_____

Using Organizational Features of a Book to Locate Information

Name of Book: _____

Organizational Feature	Information Located with this Feature	Usefulness of this Information for your Research
Table of Contents		
Index		
Glossary		

Name_____ Class_____

Analyzing and Comparing Primary and Secondary Sources

Topic:

Criteria	Primary Source (Author, Title)	Secondary Source (Author, Title)
Point of View		
Comprehensiveness and Special Features (for example, visuals)		
Fact vs. Opinion (How much is factual; how much is opinion)		
Value to your Inquiry; Why?		

Name_____ Class_____

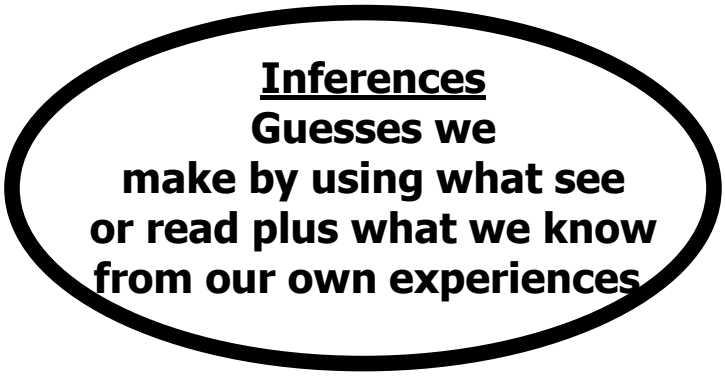
Comprehending Information on Websites

Question:

What does the name of the website tell you about the content?	
What are the main headings on the website? How do they help you understand the information?	
What information do the graphics and/or photos on the website communicate?	
Find two facts from the Website to answer your question.	**1)** **2)**

Name_____ Class_____

Making Inferences about Explicit Facts



Explicit Fact	Inference/Implicit Meaning *This fact suggests to me that…*

Name_____ Class_____

Readers Make Inferences

Figuring Out What Writers Mean by What They Say

Quote:

What it says in your own words

What it means "between the lines"

Name_____ Class_____

Paraphrasing Chart

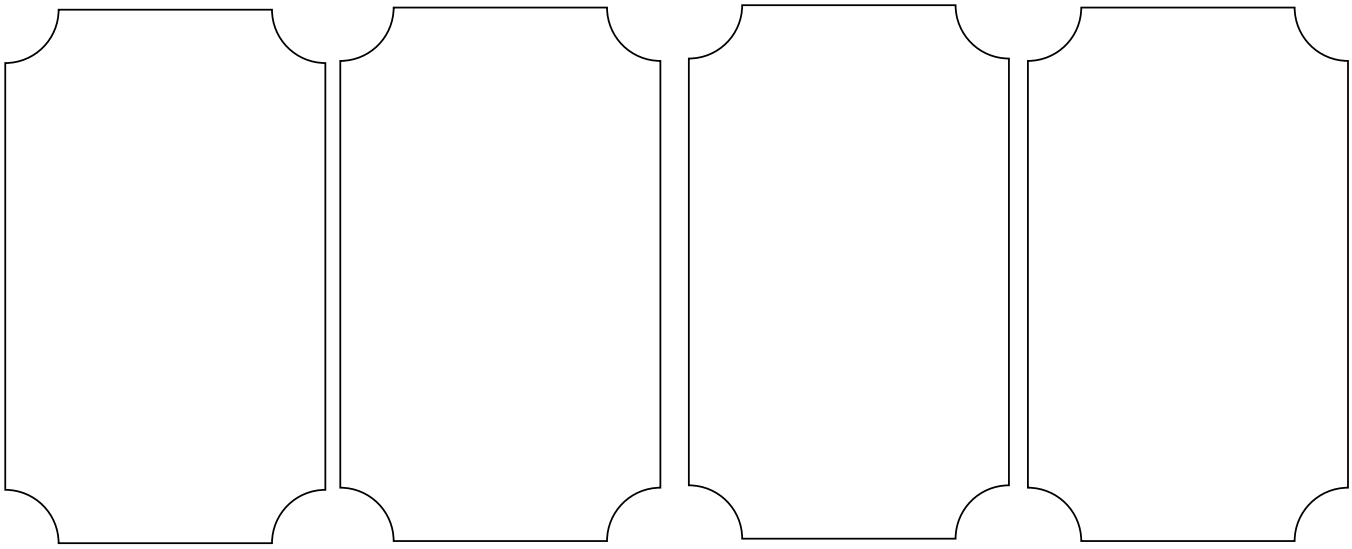
Paraphrasing means to put some text that you've read or heard into your own words.

Start with **Notes** where you write down information from the text – main ideas, facts, supporting evidence. In **My Paraphrase** column, write 2-3 sentences in which you explain the main ideas in your own words. In the **My Thoughts** section, write what these ideas make you think about – what feelings, predictions, or conclusions can you draw?

NOTES FROM ORIGINAL SOURCE	**MY PARAPHRASE**
MY THOUGHTS	

Name_____Class_____

Summarizing the Important Ideas

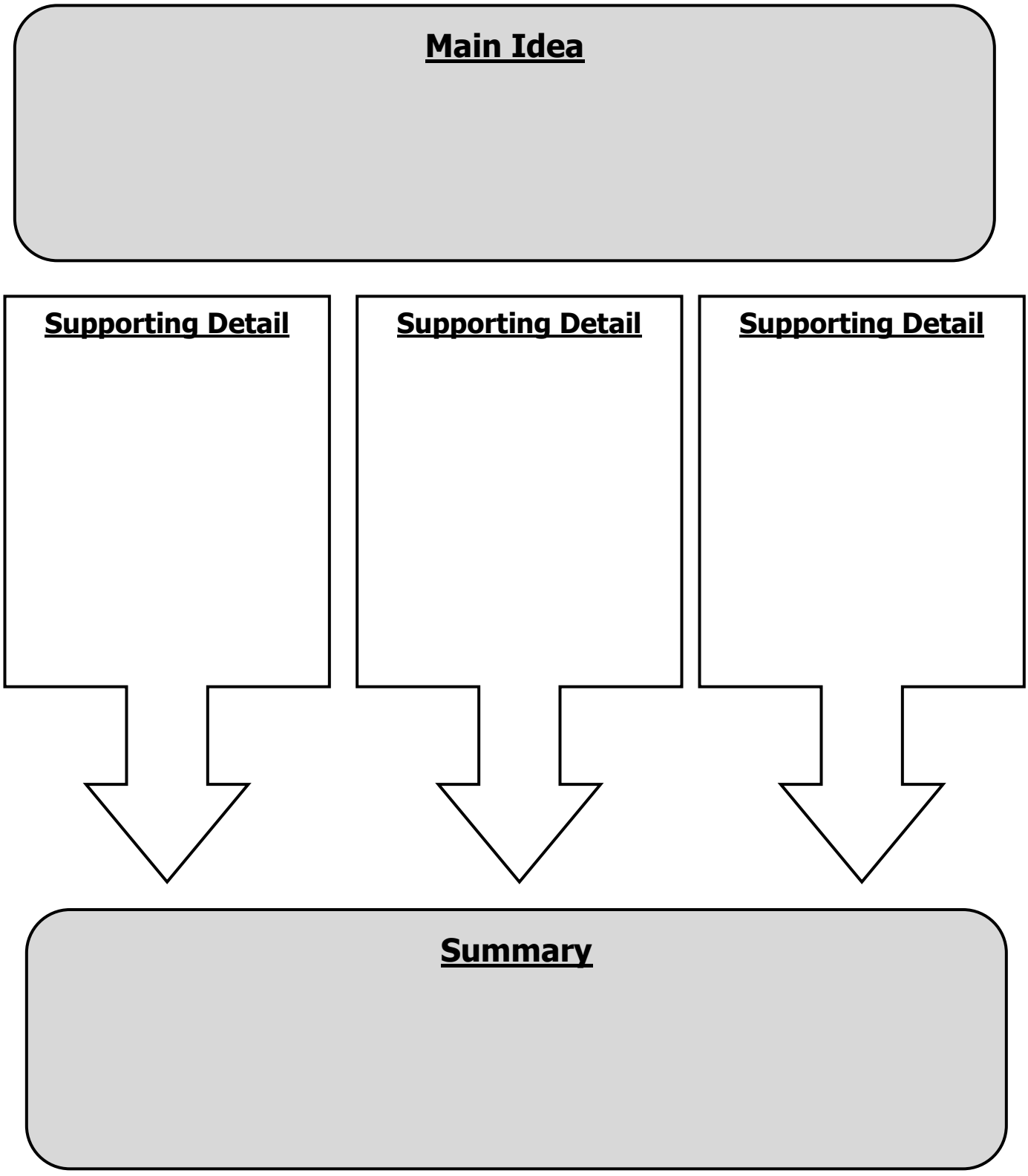


IMPORTANT IDEA	IMPORTANT IDEA	IMPORTANT IDEA	IMPORTANT IDEA

SUMMARY:

Name_____ Class_____

Supporting the Main Idea



Name_____ Class_____

Organizing by Chronological Order

Date	Event/Action/Situation
Which led to. . .	
Which led to. . .	
Which led to. . .	
Which led to. . .	
Which resulted in. . .	

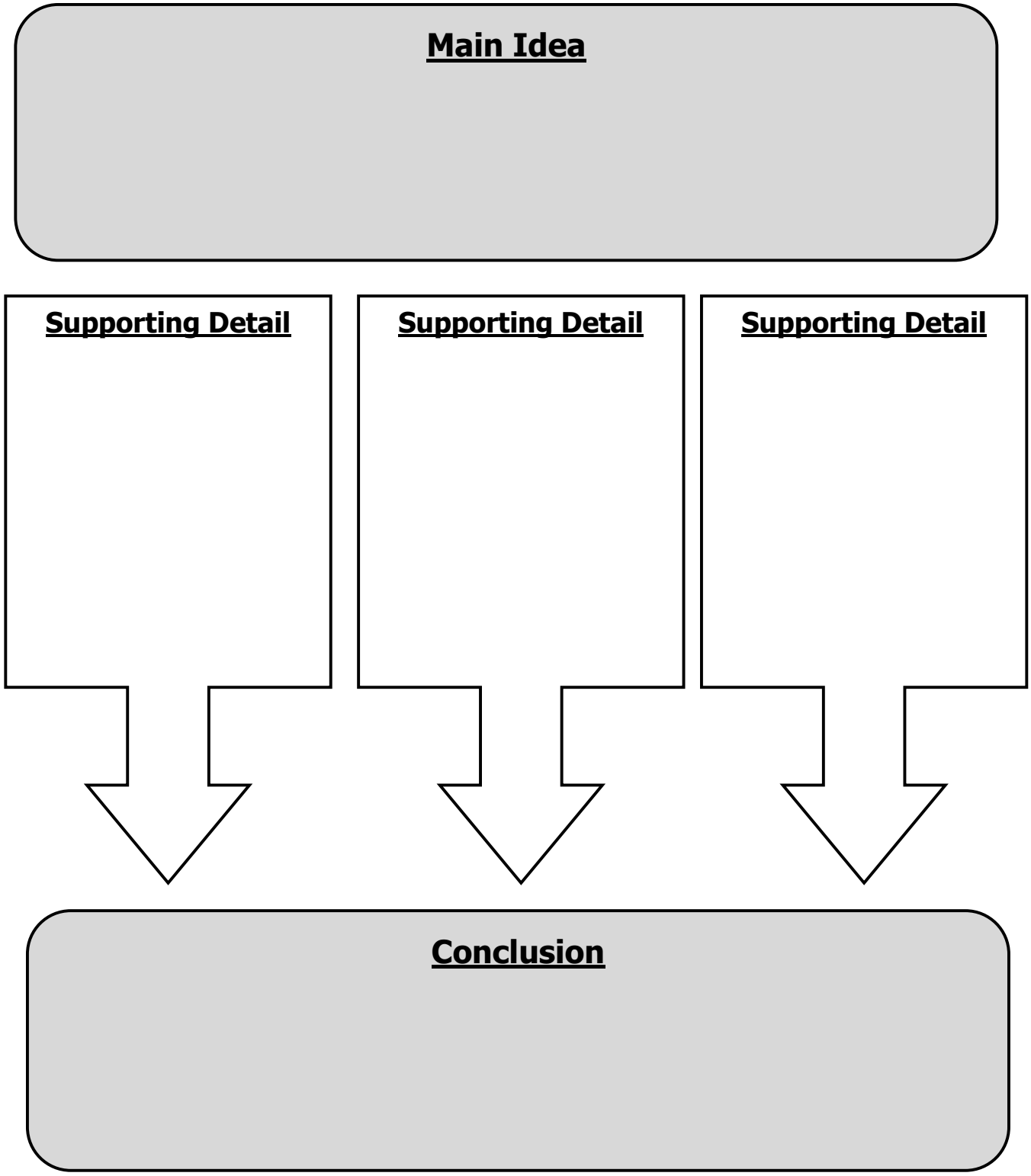
Name_____ Class_____

Supporting Main Ideas with Facts & Inferences

Main Idea:	
Supporting Facts and Details	**Supporting Inferences (with Evidence)**
Main Idea:	
Supporting Facts and Details	**Supporting Inferences (with Evidence)**
Main Idea:	
Supporting Facts and Details	**Supporting Inferences (with Evidence)**
Conclusion:	

Name_____ Class_____

Drawing a Conclusion from Evidence



Name_____Class_____

Claim, Reasoning, and Evidence

Claim:

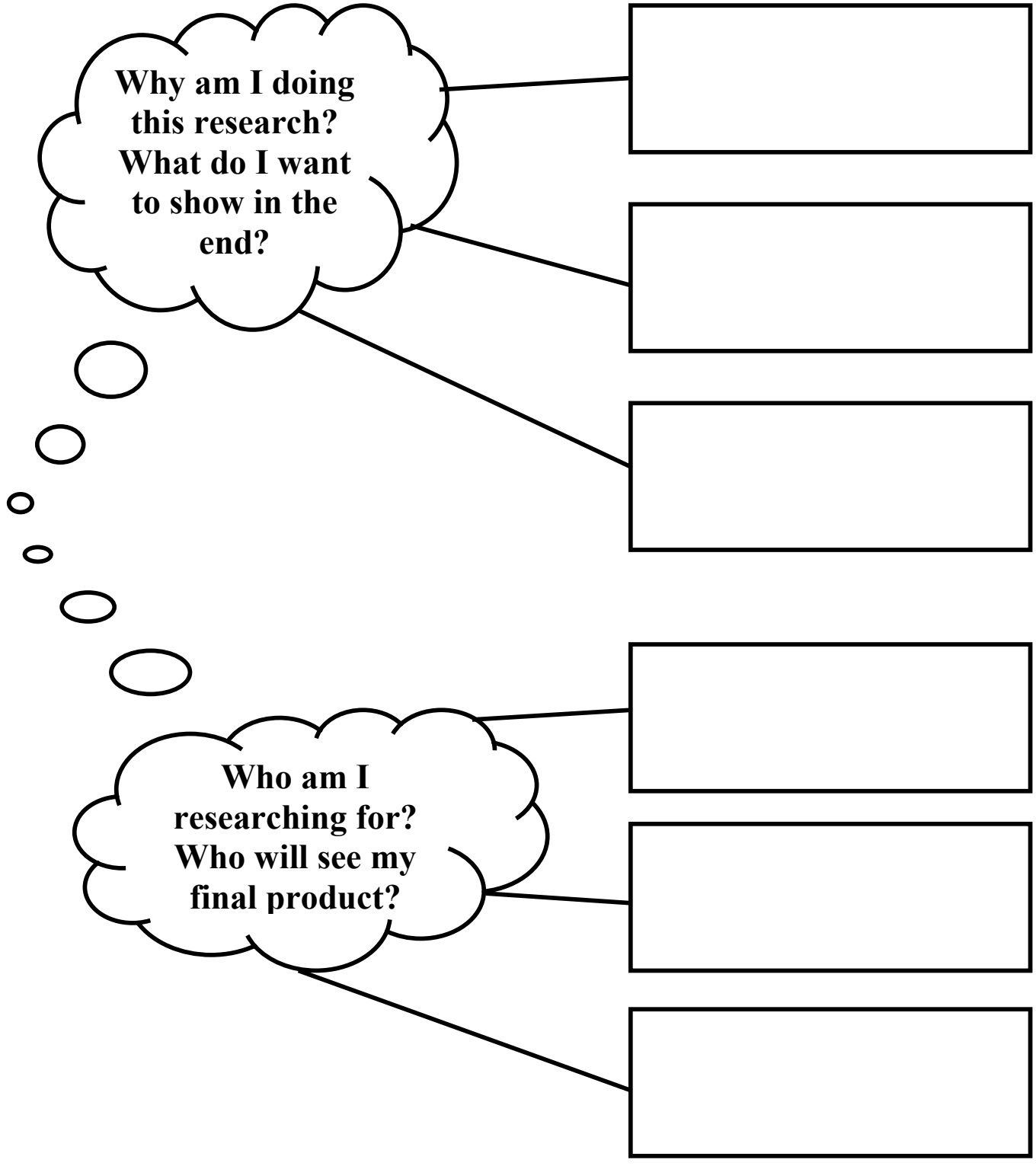
First Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Second Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Final Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Name_____ Class_____

Consideration of Purpose and Audience



Name_____ Class_____

Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in my own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

_____

_____

_____

_____

_____

_____

Name_____ Class_____

Student Research Checklist

☐	**My idea is a good topic for research … I have found enough supportive evidence.**
☐	**I have used multiple sources for my research (both primary and secondary when they were available).**
☐	**I have found valid, accurate evidence and interpreted it appropriately.**
☐	**I have researched more than one point of view on the topic when multiple perspectives were available.**
☐	**I have organized the evidence and facts that support my ideas.**
☐	**I have drawn my own conclusion or formed my own opinion with evidence to support it.**
☐	**I have shown my work to a classmate and asked for his or her opinion.**
☐	**I have shown my work to my teacher and asked for his or her opinion.**

Name_____ Class_____

How Am I Doing?

My Project: _____

_____

Attribute	Self	Teacher
I answered my research questions.	_____	_____
My main idea is clearly presented.	_____	____
I provided supporting details for my main idea.	_____	____
My final project is written in my own words.	_____	____
My final project is neat, clear, and well-organized.	_____	____
I reviewed my work for proper grammar.	_____	____
I used multiple sources including print and electronic.	_____	____
I cited my sources of information.	_____	_____
My friends would find my project interesting.	_____	_____

Name_____ Class_____

Strengths and Goals

What I did well:	Why was it good?
1.	1.
2.	2.
3.	3.

What could have been better:	How can I improve it?
1.	1.
2.	2.
3.	3.

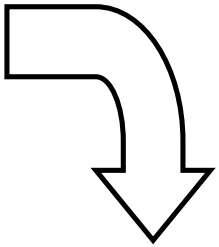
Name_____Class_____

Designing a Solution

What is the problem?

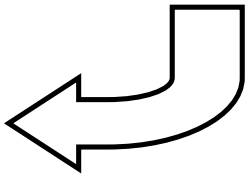
Use your "if. . .then. . ." hypothesis to brainstorm possible solutions.

What did you try ("If I try this. . .)?



How did it work (then this happened. . .)?

Did your hypothesis work? If not, what new hypothesis will you try to improve your solution?



Name_____ Class_____

What Makes This Story Special?

Title

_____

Author_____

Character(s)
Setting
Time
Plot – Conflict and Resolution
Theme

Name_____ Class_____

Interpreting Visual Information

Brief Description of Visual:

What do you see?	What do you think it means?	How does the meaning of the visual information add to ideas in the textual information?

Name_____ Class_____

Evaluating a Media Source for Accuracy and Purpose

Source:		
Criteria	**Your Judgment**	**Why You Made that Judgment**
Is the author or creator of this media source an authority on the topic?		
What is the author's purpose in creating this source?		
Name specific facts that you believe to be accurate and explain why you think so.		
How did the author's purpose affect the accuracy and the type of information included?		
Based on your evaluation, is this a valuable source for your research?		

Name_____Class_____

Effective Presentations

Criteria for Effective Presentations	Notes and Self-Reflections
Quality of Content • Presents conclusion or claim • Answers research question(s) with main ideas and interesting details • Content is easy for the audience to follow • Content includes citations to sources used during research	
Use of Presentation Tool • Tool matches the presentation purpose and audience • Tool has been well-used (mistake-free; attractive)	
Delivery • Delivery is clear and engaging for the audience • Presenter exhibits self-confidence by: ✓ standing up straight, ✓ establishing eye contact with audience, ✓ responding to audience questions like an "expert" • Overall message is compelling and convincing	

Name_____Class_____

Netiquette Checklist

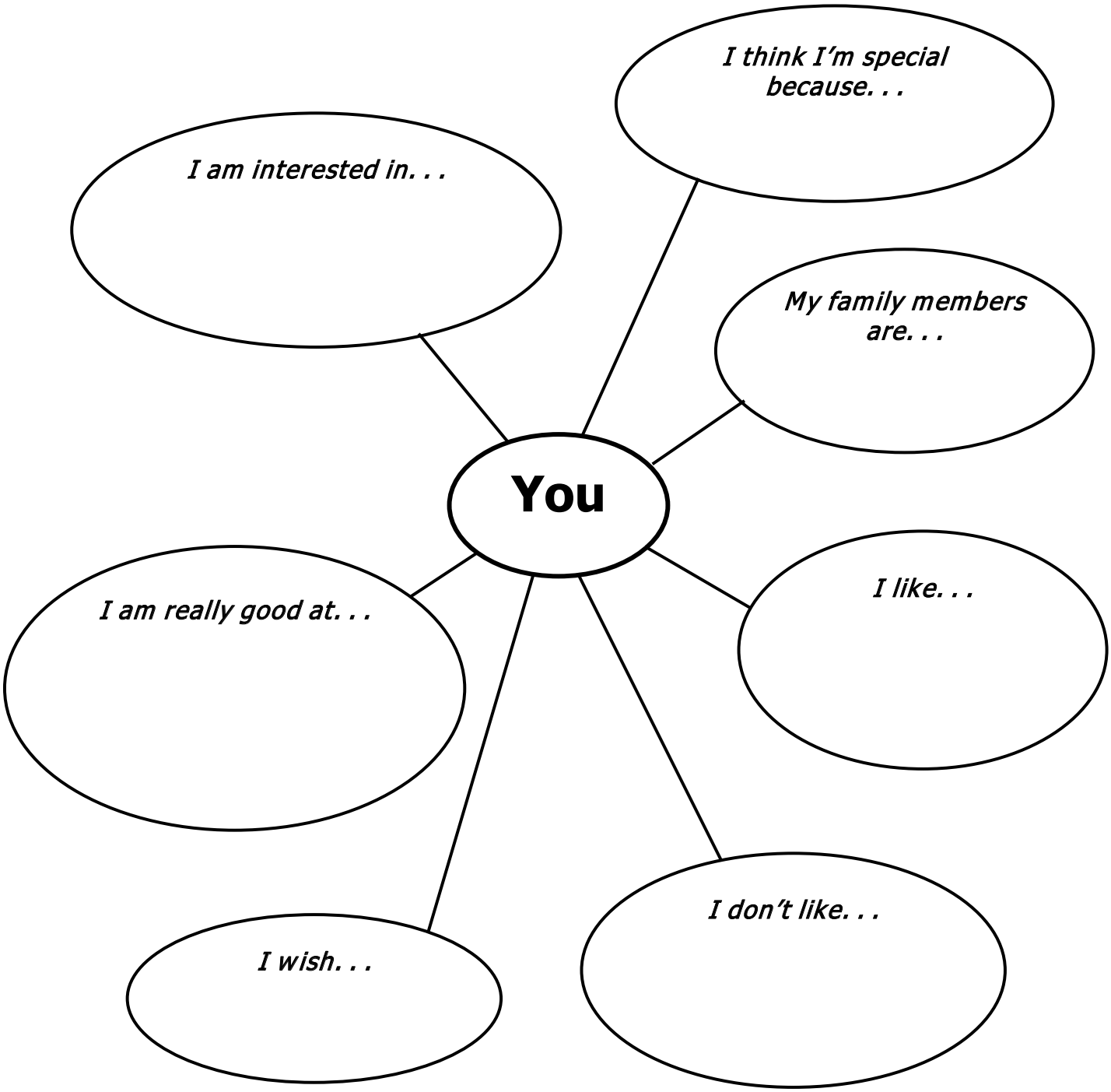
Make sure you follow the basic guidelines of netiquette when you are online:

Guideline	What will you do to follow this guideline?
1. Use the Internet only when you have permission from your parents or teacher **and** it does not interfere with other activities or personal conversations.	
2. Use respectful language in all online communication. Never say anything that will be hurtful or demeaning to another person.	
3. Do not post any private information (your full name, address, school, pictures of yourself or your family). This includes your username.	
4. Tell your parents and teacher when someone is saying mean things online or when something online makes you uncomfortable.	
5. Think before you post or forward a message or video. Ask yourself, "Is this message/video **truthful**, **respectful**, and a **positive contribution** to the online community?"	

Name_____Class_____

Personal Identity

You have many different aspects to your personal identity. Think about all of the different characteristics that make you special.



Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
5.1: Key Words from Background Information	• Generates a list of key words for a research-based project with guidance
1.1 Wonder	
5.2: Writing Questions that Lead to Inquiry	• Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
5.3: Predicting Answers to Inquiry Questions *5.4: Using Predictions to Write a Tentative Thesis Statement*	• Forms tentative thesis about main ideas with guidance
5.5: Using Predictions to Write an Hypothesis	• For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience
1.1 Investigate – Organization	
1.1 Investigate – Sources	
5.6: Evaluating Sources	• Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher
5.7: Selecting the Right Sources	• Selects and uses an appropriate print, video, or electronic source to answer questions
1.1 Investigate – Evidence	
5.8: Navigating a Website	• Uses navigation tools of pre-selected websites and databases to locate relevant information
5.9: Evaluating Information within a Source	• Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view
5.10: Effects of Different Perspectives on Issues/Topics	• Begins to analyze multiple points of view from multiple sources to determine similarities and differences
1.1 Investigate – Making Sense of Information and Notetaking	
5.11: Determining Important Ideas	• Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph)
5.12: Notetaking to Answer Questions *5.13: Reflective Notetaking* *5.14: Notetaking Grid*	• Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Construct	
5.15: Mapping the Main Idea and Supporting Facts *5.16: Mind Mapping*	• With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer
5.17: Using Evidence to Support Opinions *5.18: Claim, Reasoning, and Evidence*	• Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up
1.1 Express	
5.19: Communicating Ideas to an Audience	• Presents information clearly so that main points and supporting evidence are readily understood by audience
5.20: Using Feedback to Revise My Work	• Modifies and revises own work based on feedback from teacher and peers
5.21: Bibliography Worksheet	• Provides a bibliography of all sources used according to model provided by teacher
1.1 Reflect	
*5.22: Self-Assessmen*t	• Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry
5.23: Strengths and Goals	• Identifies own strengths and sets goals for improvement
1.2 Design Thinking	
5.24: Designing a Solution	• Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
5.25: Impact of Author or Narrator Point of View	• Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot
2.1 Visual Literacy	
2.1 Media Literacy	
5.26: Evaluating the Effect of Media Elements	• Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source
2.2 Multiple Literacy Presentation	

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
5.27: Challenging Own Assumptions with Multiple Viewpoints	• Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives
3.1 Civic Reasoning	
Observation	• Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others
3.2 Collaboration	
Class Discussion Observation	• Actively solicits and listens with an open mind to the opinions and ideas of others
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	
5.28: Positive Online Behavior	• Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout Observation Conversation	• Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge
4.1 Social and Emotional Growth	
Book Checkout Observation	• Sets reading and learning goals and perseveres to achieve those goals [self-management]
5.29: Social and Emotional Strengths	• Reflects on own social and emotional strengths and challenges [self-awareness]
4.2 Self-Identity and Confidence	
Observation	• Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
4.2 Commitment to Act	

Name_____ Class_____

Key Words from Background Information

Make a note of the important words, issues, people, places, dates, and organizations for your topic as you read background information.

Important Words, Issues, People, Places, Dates, and Organizations:

What other words could you use to find information on your topic? (Think of synonyms or related words.)

Name_____ Class_____

Writing Questions That Lead to Inquiry

Question:

_____

_____

_____

Can your question be answered by research?

- ✓ Is this a topic that someone would have written about? If yes, why do you think so?

- ✓ Will there be facts as well as opinions about this topic? Will you be able to find accurate and unbiased facts? Why do you think so?

Will your question lead to an interesting inquiry investigation?

- ✓ Am I interested in the topic?
- ✓ Does the question go beyond a yes/no answer?
- ✓ Is the question complex enough to require information beyond a few simple facts to answer it?
- ✓ Does the question lead to investigating multiple points of view?

How could you revise the question to make it answerable and more interesting?

Revised Question:

_____

_____

_____

Name_____ Class_____

Predicting Answers to Inquiry Questions

Topic:

_____

Background Information:
Important people, places, dates:

Important issues:

Key words and concepts:

Question:	Predicted Answer: Why?
Question:	Predicted Answer: Why?
Question:	Predicted Answer: Why?

Name_____ Class_____

Using Predictions to Write a Tentative Thesis Statement

Topic:

Question:	**Predicted Answer:** **Why?**
Question:	**Predicted Answer:** **Why?**
Question:	**Predicted Answer:** **Why?**

Write a tentative thesis statement that brings your predictions together into one main idea about your topic that you expect to discover.

(Note: You will change this tentative thesis if the information you find is different from what you predicted.)

Tentative Thesis:

Name_____ Class_____

Using Predictions to Write an Hypothesis

Topic:

Question *(What happens if. . .?):*	**Predicted Answer** *(Then this happens)*: **Why?**
Question *(What is true if. . .?):*	**Predicted Answer** *(Then this is true)*: **Why?**

An hypothesis is an "if. . .then. . ." statement that is used primarily when researching a scientific topic through experimentation or investigation. The scientist says, "If I try a certain action or if certain conditions exist, then this will result."

You will enjoy researching scientific topics by making predictions (hypotheses) about what you will find and then experimenting or investigating to discover what really happens.

(Note: You will conduct your research to validate your hypothesis. You may discover that your hypothesis was incorrect. You can rewrite your hypothesis to reflect accurate evidence when you are drawing your conclusions.)

Hypothesis (If. . .then. . .):

Name_____ Class_____

Evaluating Sources

Source:

Does the source have comprehensive information about the topic and your research questions?	**Evidence:**
Who is the author or creator? What is the authority of this person or organization, so that the information is probably credible and can be believed?	**Evidence:**
Is the information written from one point of view?	**Evidence:**
In briefly reviewing the content, is the information well-written and easy to understand?	**Evidence:**

Name_____ Class_____

SELECTING THE RIGHT SOURCES

Question:

If this question requires,		Then I might try this type of source:
The most up-to-date information	⇒	Magazine, newspaper, website, almanac
Historical information	⇒	Reference, nonfiction, biography, online primary
Background or summary information	⇒	General encyclopedia
Very specific or in-depth information	⇒	Nonfiction, magazine, website, reference
First-hand accounts	⇒	Nonfiction, biography, online primary sources

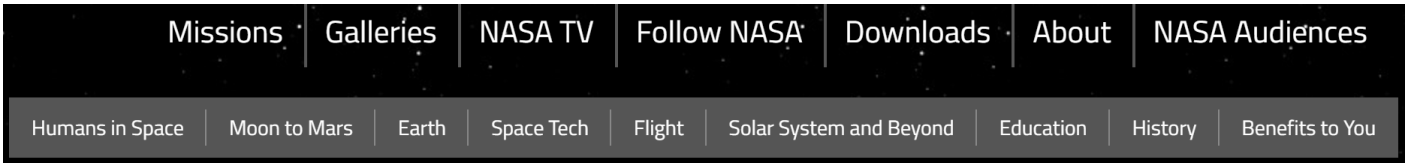
Where did I find the information to answer the question?	Why did I choose this source?

Name_____Class_____

Navigating a Website

Tabs

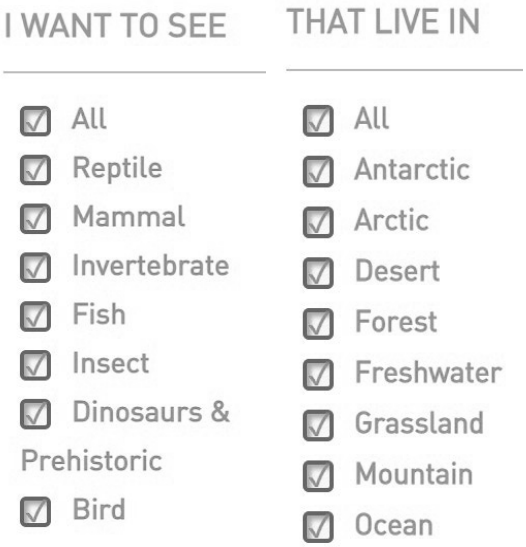
https://www.nasa.gov/



Pick one tab from the top line and one tab from the bottom line. Predict what information you would find under each of those two tabs, how you would use that information in a research project, and how the information under the top tabs probably differs from the information available under the bottom tabs.

Menus

https://kids.nationalgeographic.com/animals/



How do side menus differ from tabs at the top of a website? How would you use these side menus in a research project?

Name_____ Class_____

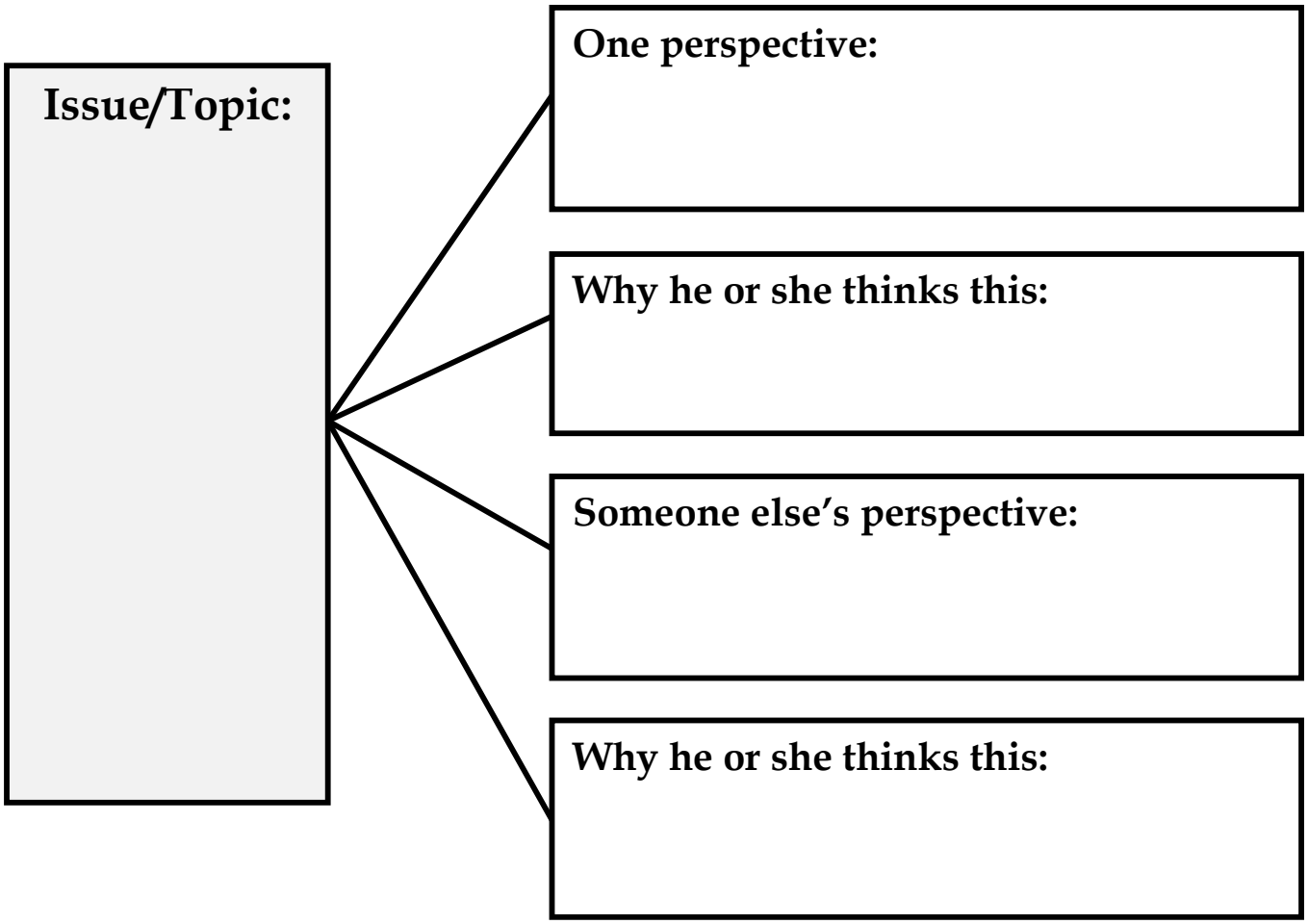
Evaluating Information Within a Source

Source:

Is the information comprehensive?	**Evidence:**
Is the information relevant to your topic? Does it answer your research questions?	**Evidence:**
Is the information accurate? Does it include both facts and opinions? Are opinions supported with credible evidence?	**Evidence:**
Is the information written from one or multiple points of view?	**Evidence:**

Name_____ Class_____

The Effects of Different Perspectives on Issues/Topics



What I think about the two perspectives:

Name_____ Class_____

Determining Important Ideas

Source:

Strategies	Main Ideas Featured	Supporting Details
Note ideas featured in introduction and conclusion		
Analyze boxed information and pull quotes		
Note ideas featured in charts, diagrams, photos, and other visuals		
Pay attention to the ideas featured in chapter headings, subheadings, and topic sentences		
Note the main ideas that have the strongest supporting details		

Name_____ Class_____

Notetaking to Answer Questions

Topic:	**Key Question:**	**Key Question:**	**Key Question:**
Resource:	**Evidence:**	**Evidence:**	**Evidence:**
Evaluation of Evidence:			

Name_____ Class_____

Reflective Notetaking

Question:		
Source/Pg	**Notes in Own Words – Answers to Question**	**Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)**

Name_____ Class_____

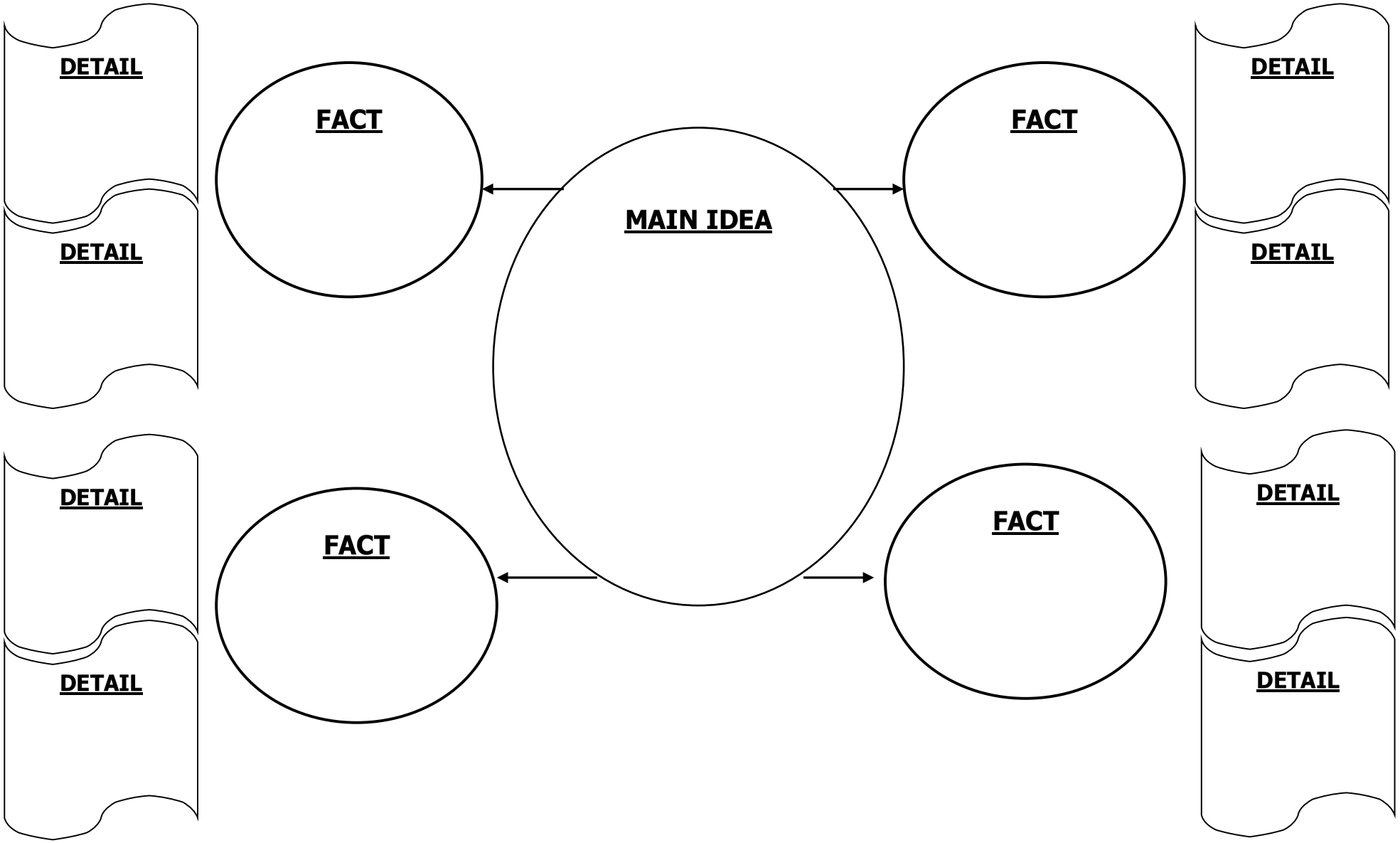
Notetaking Grid

Topic: _____

	Resource (Website)	Information	Vocabulary – Key Words	Paraphrase
Key Question:				
Key Question:				

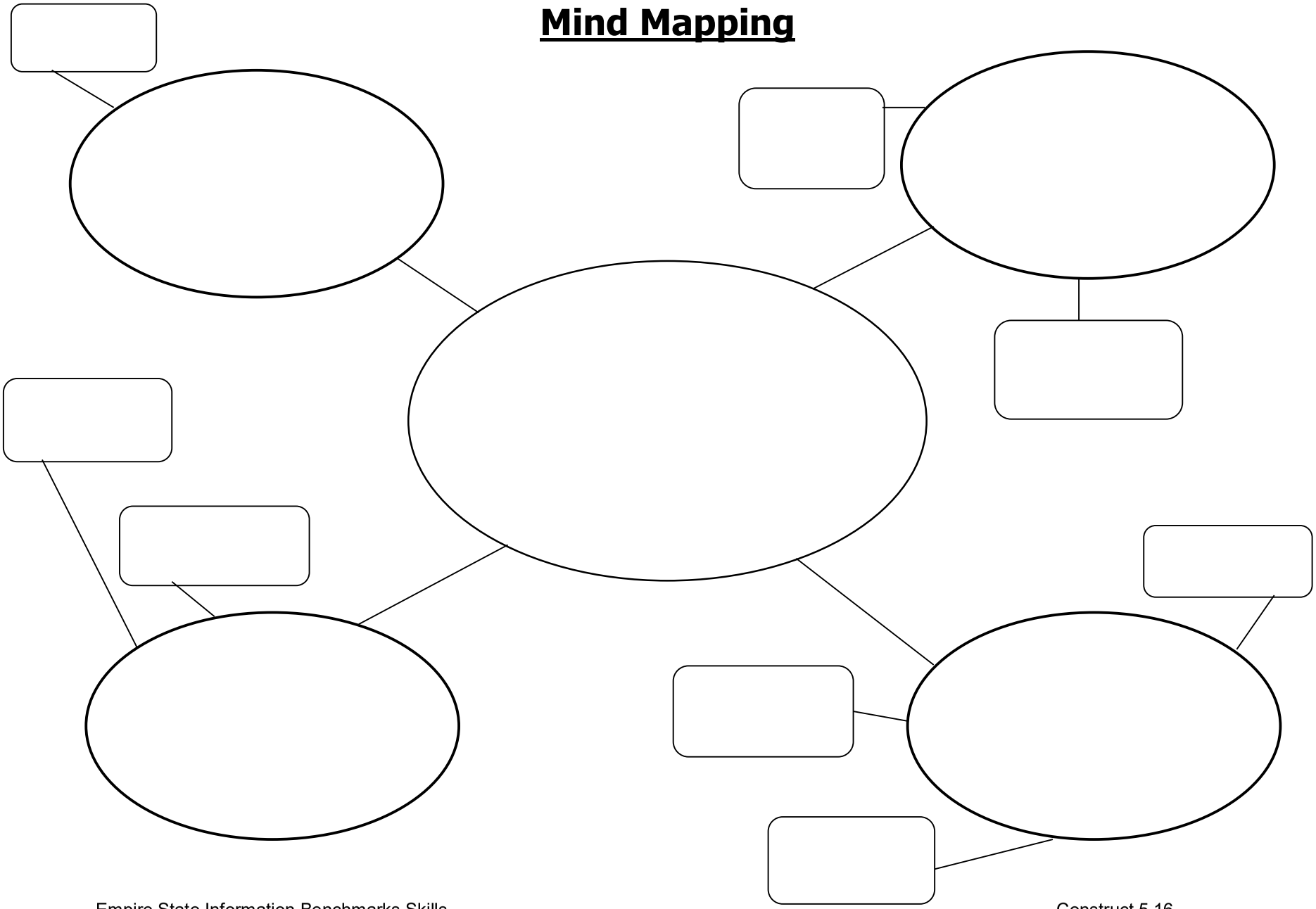
Name_____ Class_____

Mapping the Main Idea and Supporting Facts



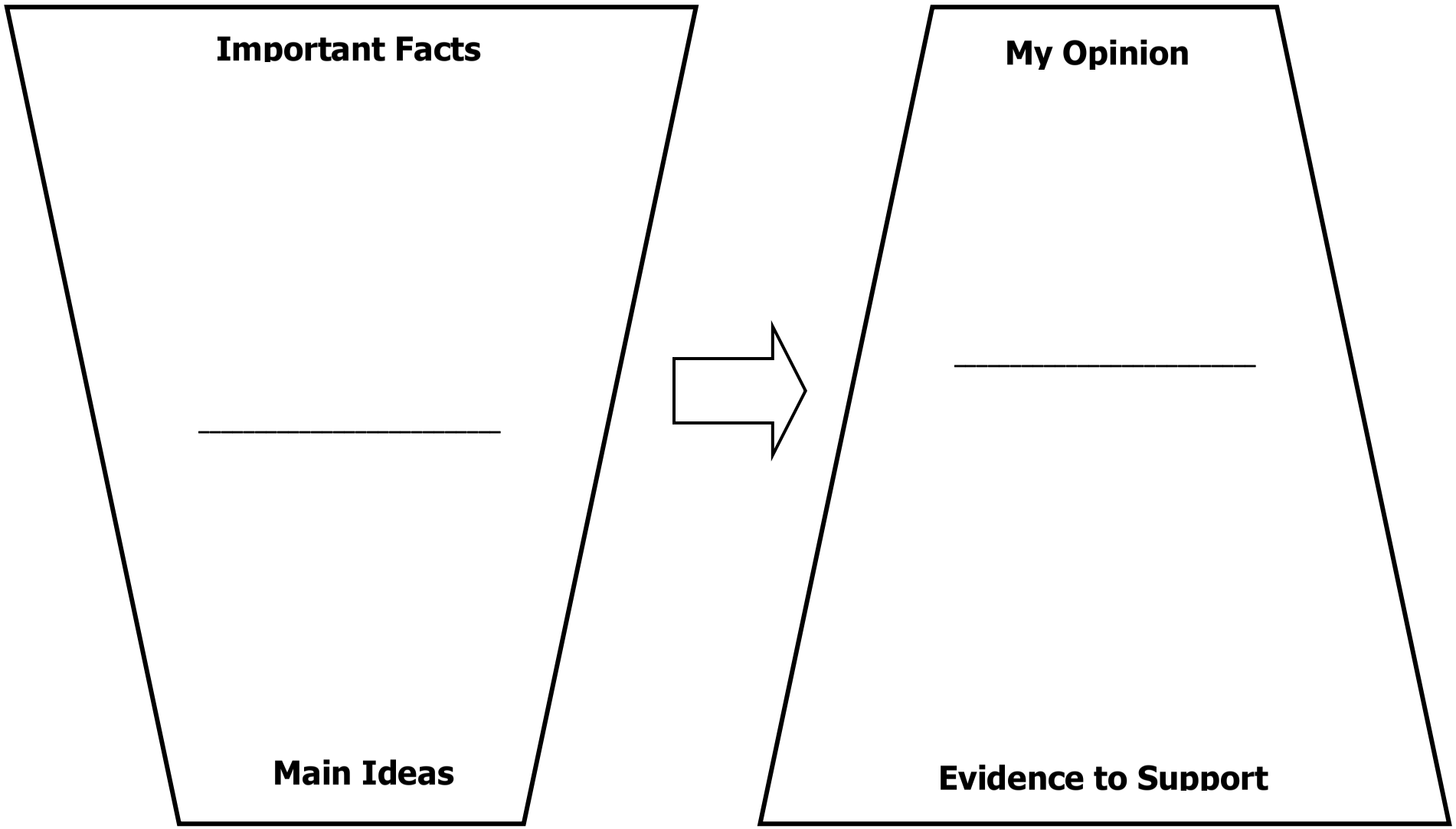
Name_____ Class_____

Mind Mapping



Name_____ Class_____

Using Evidence to Support Opinions



Name_____Class_____

Claim, Reasoning, and Evidence

Claim:

First Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

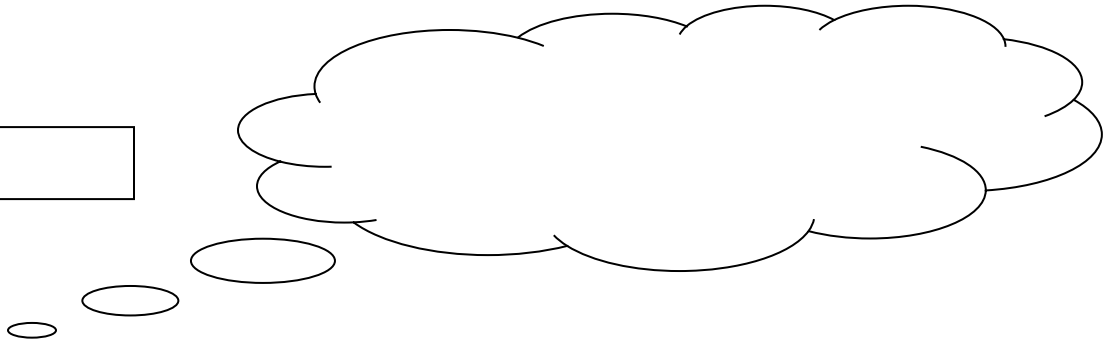
Second Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Final Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Name_____ Class_____

Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting:*	**Evidence that this audience will find *important:***	**Evidence that is *vital* to convince this audience to accept my idea:**

The format and length that will be most effective for this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):

Name_____ Class_____

Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions.		
The main idea is clearly presented.		
Supporting details for the main idea were provided.		
The final project is written in my own words.		
The final project is neat, clear, and well-organized.		
The project has been reviewed for proper grammar.		
There were multiple sources including print and electronic.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's attention.		

I will modify and revise my work in the following ways:

_____

_____

_____

_____

_____

_____

Name_____ Class_____

Bibliography Worksheet

Book Citation

Example:

Author's Last Name	**Maguire**
Author's First Name	**Gregory**
Title of Book	**Wicked**
City of Publication	**New York**
Name of Publisher	**Harper Collins Publishers**
Copyright Year	**1995**
Macguire, Gregory. Wicked. New York: HarperCollins Publishers, 1995.	

My Citation:

Author's Last Name	
Author's First Name	
Title of Book	
City of Publication	
Name of Publisher	
Copyright Year	

Name_____ Class_____

Self-Assessment

Reflecting on the Process and Product of Inquiry

1. **What new understandings about your topic and about the process of inquiry did you gain during this project?**

2. **How effective were you in conducting inquiry? What part of the process could you have improved?**

3. **How effective was your final product and/or presentation? What part of your product and/or presentation could you have improved?**

4. **Describe your experience during the process of inquiry. When were you discouraged, frustrated, pleased, empowered, confused? What support would have helped you during your down times?**

Name_____ Class_____

Strengths and Goals

What I did well:	Why was it good?
1.	1.
2.	2.
3.	3.

What could have been better:	How can I improve it?
1.	1.
2.	2.
3.	3.

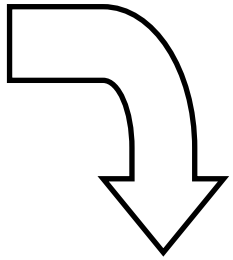
Name_____Class_____

Designing a Solution

What is the problem?

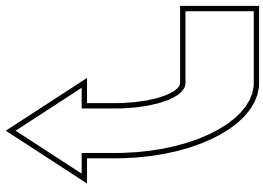
Use your "if. . .then. . ." hypothesis to brainstorm possible solutions.

What did you try ("If I try this. . .)?



How did it work (then this happened. . .)?

Did your hypothesis work? If not, what new hypothesis will you try to improve your solution?



Name_____Class_____

Impact of Author or Narrator Point of View

Story: _____ Author or Narrator: _____

Author or Narrator Point of View

How is the author's or narrator's point of view reflected in the way characters behave and speak?

Character 1:

Character 2:

How do the events of the plot reflect the author's or narrator's point of view?

Name_____ Class_____

Evaluating the Effect of Media Elements

Media Source:		
Element	**Description**	**Impact on Audience**
Visuals		
Color		
Sound		
Pace		

Name_____ Class_____

Challenging Own Assumptions with Multiple Viewpoints

Community Issue:

	I Assume. . .	Point of View – One Source: ( )	Point of View – 2nd Source: ( )
Why this is an issue			
Cause of the problem			
Impact of issue / Why this issue must be addressed			
Best way to address issue			

Name_____Class_____

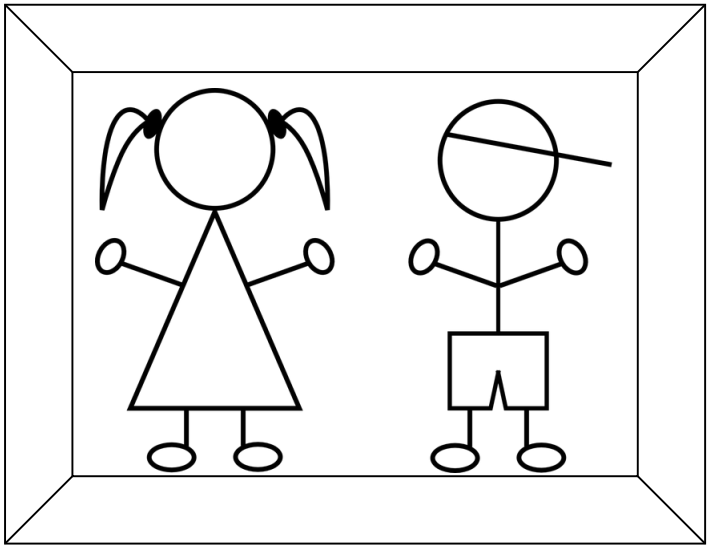
Positive Online Behavior

Exhibit positive behavior when you are online:

Guideline	What are some examples of how you will follow this guideline?
1. I always use respectful language in my online communications.	
2. I recognize online bullying behavior: ridiculing or making false statements about another; demeaning the character or behavior of another; trying to get others to join in the bullying behavior.	
3. I respond to online disrespect and bullying by letting my teacher and parents know, refusing to forward or respond to the messages, and countering by posting positive messages.	
4. I recognize stereotypes and refuse to make assumptions and judgments about others based on their identity, cultural group, or other category rather than appreciating their individuality and personal strengths.	
5. I access and select only appropriate websites. If I accidentally access a site that makes me uncomfortable, I leave the site immediately and identify the site to the teacher or my parents.	

Name_____Class_____

Social and Emotional Strengths



Use 5 words or phrases to create a picture of your emotional strengths:

Use 5 words or phrases to create a picture of your social strengths:

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
6.1: Key Words from Background Information	• Identifies key words and ideas that appear in background information and class conversation
1.1 Wonder	
6.2: Writing Questions that Lead to Inquiry	• Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry
1.1 Investigate – Organization	
1.1 Investigate – Sources	
6.3: Search Engine Check	• Begins to use selected search engines to find appropriate information
6.4: Online Catalog	• Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves
6.5: Analyzing and Comparing Primary and Secondary Sources	• Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness
1.1 Investigate – Evidence	
6.6: Using Multiple Sources	• Selects information from multiple sources that answers the research questions
1.1 Investigate – Making Sense of Information and Notetaking	
6.7: Important and Unimportant Details	• Differentiates between important and unimportant details
6.8: Notetaking by Question *6.9: Notetaking Grid*	• Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)
1.1 Construct	
6.10: Interpreting Information	• Interprets information and ideas by defining, classifying, and inferring
1.1 Express	
6.11: CEI: Claim, Evidence and Interpretation *6.12: Conclusions and Supporting Evidence*	• Presents conclusions and supporting facts in a variety of ways
6.13: Bibliography Worksheet	• Cites all sources used according to local style formats
1.1 Reflect	
6.14: Strengths and Goals	• Identifies own strengths (academic, social, and emotional) and sets goals for improvement
1.2 Design Thinking	
6.15: Designing a Solution	• Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Observation	• Participates in literary discussions and book clubs
2.1 Visual Literacy	
2.1 Media Literacy	
6.16: Evaluating the Impact of Media	• Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)
2.2 Multiple Literacy Presentation	
6.17: Skills of Public Speaking – Checklist for Self-Reflection and Peer Feedback	• Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
6.18: Evaluating and Comparing Sources	• Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information
3.1 Civic Reasoning	
Observation Class Discussion	• Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others
3.2 Collaboration	
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	
Observation	• Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Observation Book Checkout	• Sets reading goals and reads independently
4.1 Social and Emotional Growth	
Observation	• Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]
Observation Class Discussion	• Demonstrates respect for diverse people and perspectives [social awareness]
4.2 Self-Identity and Confidence	
Observation	• Exhibits effective skills in sharing knowledge gained through personal and academic pursuits
4.2 Commitment to Act	

Name_____ Class_____

Key Words from Background Information

Make a note of the important words, issues, people, places, dates, and organizations for your topic as you read background information.

Important Words, Issues, People, Places, Dates, and Organizations:

What other words could you use to find information on your topic? (Think of synonyms or related words.)

Name_____ Class_____

Writing Questions That Lead to Inquiry

Question:

_____

_____

_____

Can your question be answered by research?

- ✓ Is this a topic that someone would have written about? If yes, why do you think so?

- ✓ Will there be facts as well as opinions about this topic? Will you be able to find accurate and unbiased facts? Why do you think so?

Will your question lead to an interesting inquiry investigation?

- ✓ Am I interested in the topic?
- ✓ Does the question go beyond a yes/no answer?
- ✓ Is the question complex enough to require information beyond a few simple facts to answer it?
- ✓ Does the question lead to investigating multiple points of view?

How could you revise the question to make it answerable and more interesting?

Revised Question:

_____

_____

_____

Name_____ Class_____

Search Engine Check

Think of a question you would like answered and write it below.

ex. What is the history of child labor in the United States?

Decide which word or words are the most important in your question and write them below.

ex. Child labor history United States

Go to different search engines on the internet and try out your key words or question. Fill in the table. Add your own notes if you notice something important.

Search Engine	Are the sites good for children?	Did I find my answer?	Are the sites attractive and fun to learn from?	Does the search engine display ads?
Google **www.google.com**				
Fact Monster **www.factmonster.com**				
Kidtopia **http://www.kidtopia.info/**				
Kiddle **www.kiddle.co**				
Kidssearch **www.kidssearch.com**				

Name_____ Class_____

Online Catalog

Catalog Search	Description	Strategy/Search Results
Author	Use this search to find all works written by an author. An author may be a person or an organization.	
Title	Use this search when you know all or part of a title.	
Author/title combination	Use this search when you have all of this information.	
Keyword	Keywords are words occurring in author names, titles, subject headings, publisher names or contents notes of catalog records. Use this all-purpose search when you are not sure which subject to use or other searches don't produce needed results.	
Subject	Use this "controlled vocabulary" search to find works *about* a topic or an author.	
Call Number	Each unique work in the catalog has its own call number. Call numbers are created by the library and printed on item labels. Because of the way they are structured, they bring works on the same topic or by the same author together, so that you can browse library shelves to find related sources.	

Adapted from net.TUTOR: Searching the library catalog http://liblearn.osu.edu/tutor/oscar/pg2.html

Name_____ Class_____

Analyzing and Comparing Primary and Secondary Sources

Topic:

Criteria	Primary Source (Author, Title)	Secondary Source (Author, Title)
Point of View		
Comprehensiveness and Special Features (for example, visuals)		
Fact vs. Opinion (How much is factual; how much is opinion)		
Value to your Inquiry; Why?		

Name_____ Class_____

Using Multiple Sources

My Research Notes About:

_____

_____

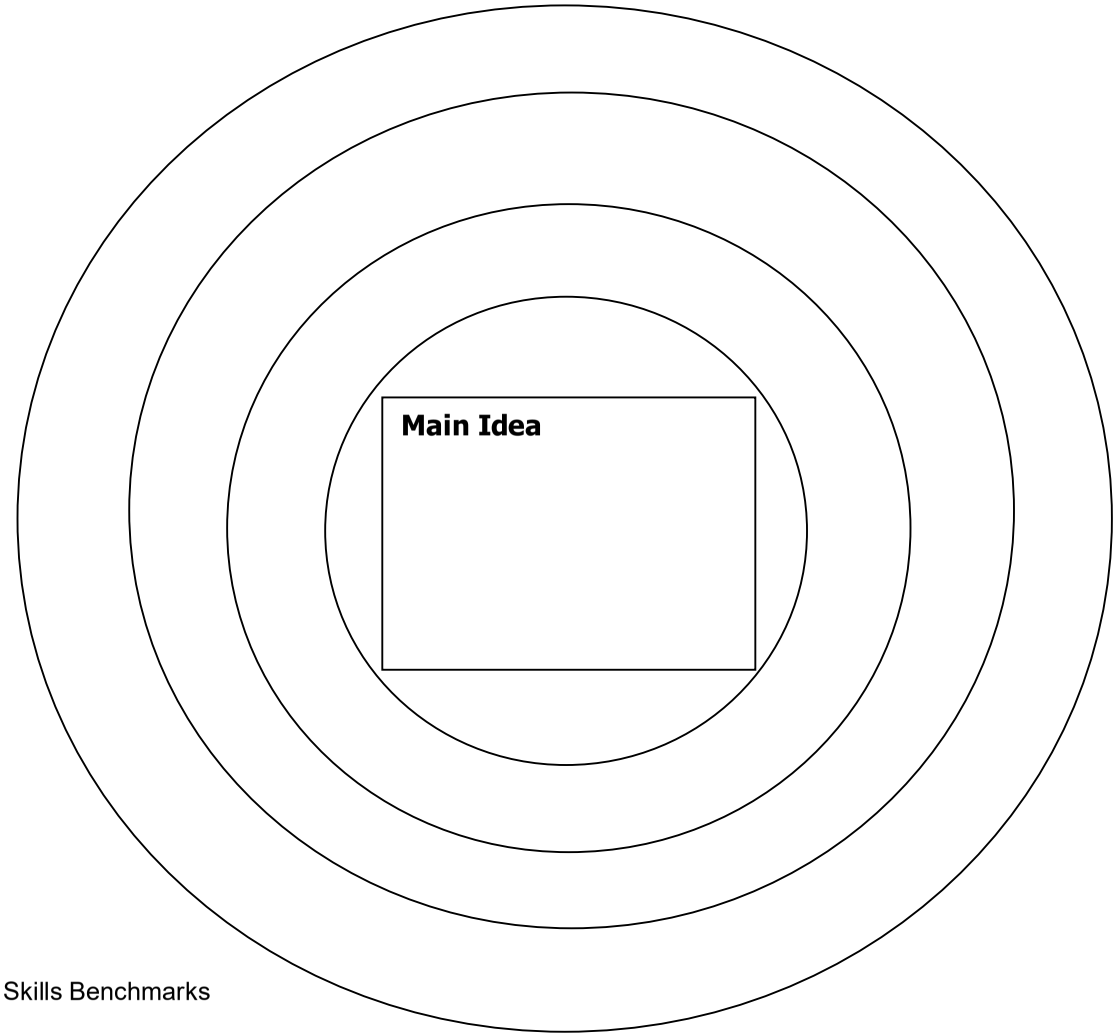
Source Formats include: • **Print** • **Nonprint** • **Electronic** • **Human**	**Question 1**	**Question 2**	**Question 3**
Source 1 **Source format:**	**Notes**	**Notes**	**Notes**
Source 2 **Source format:**	**Notes**	**Notes**	**Notes**
Source 3 **Source format:**	**Notes**	**Notes**	**Notes**

Name_____ Class_____

Important and Unimportant Details

Source:

Write the main idea in the middle of the bullseye. As you read, place the most important supporting details closest to the main idea in the middle. Place the less important details further away from the main idea.



Name_____ Class_____

Notetaking by Question

Topic: _____

	Resource (Website or Print Source)	Information	Vocabulary (Key Words)	Paraphrase
Key Question:				
Key Question:				
Key Question:				
Key Question:				

Name_____ Class_____

Notetaking Grid

Topic: _____

	Resource (Website)	Information	Vocabulary – Key Words	Paraphrase
Key Question:				
Key Question:				
Key Question:				

Name_____**Class**_____

Interpreting Information

What can you infer?

Claim:

Evidence: **Examples, quotes, textual references that support the inference and your claim …**

Interpretation: **An explanation and/or analysis of the evidence**

Name_____Class_____

CEI: Claim, Evidence and Interpretation

Claim:

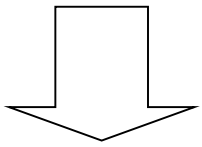
Evidence: Examples, quotes, textual references that support the claim …

Interpretation: An explanation and/or analysis of the evidence

Name_____ Class_____

Conclusions and Supporting Evidence

Conclusions



Supporting Evidence

Name_____ Class_____

Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name_____ Class_____

Strengths and Goals

What I did well:	Why was it good?
1.	1.
2.	2.
3.	3.

What could have been better:	How can I improve it?
1.	1.
2.	2.
3.	3.

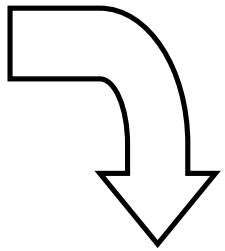
Name_____Class_____

Designing a Solution

What is the problem?

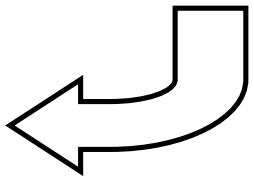
Use your "if. . .then. . ." hypothesis to brainstorm possible solutions.

What did you try ("If I try this. . .)?



How did it work (then this happened. . .)?

Did your hypothesis work? If not, what new hypothesis will you try to improve your solution?



Name_____ Class_____

Evaluating the Impact of Media

Authors and creators use the language of the medium to impact their audience intellectually and emotionally. Analyze the impact of the following language aspects on an audience that is viewing and/or hearing a media source you have selected.

Media Source: _____

Language of the Medium	How Language Element Was Used and Intended Impact (Intellectual and Emotional)
Use of Color	
Pace	
Point of View / Perspective	
Visuals	

Name_____ Class_____

The Skills of Public Speaking – Checklist for Self-Reflection and Peer Feedback

Public Speaking Skills	Self-Reflection Strengths / Areas for Growth	Peer Feedback Strengths / Areas for Growth
Clear Delivery		
Eye Contact		
Body Language		
Voice		
Pace		

Name_____ Class_____

Evaluating and Comparing Sources

Your Topic: _____

Criteria	Source:	Source:	Source:
Authority			
Credibility			
Accuracy			
Point of View			

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
7.1: Prior Knowledge, Background Information and Inquiry Questions	• States and verifies what is known about the problem or question and makes connections to prior knowledge
1.1 Wonder	
7.2: Developing Focus Questions *7.3: Refining Research Questions to Search for Different Types of Information*	• Writes questions that would lead to an inquiry independently based on key ideas or areas of focus
7.4: Using Predictions to Write a Tentative Thesis Statement *7.5: Using Predictions to Write an Hypothesis*	• Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis
1.1 Investigate – Organization	
1.1 Investigate – Sources	
7.6: Navigating a Website *7.7: Using Website Navigation Tools*	• Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)
1.1 Investigate – Evidence	
7.8: Evaluating Information Within a Source *7.9: Website Evaluation*	• Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy
7.10: The Effects of Different Perspectives on Issues/Topics	• Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)
7.11: Fact Checking Information	• Fact checks and verifies all information communicated through websites and social media
1.1 Investigate – Making Sense of Information and Notetaking	
7.12: Fact vs. Opinion	• Uses both facts and opinions responsibly by identifying and verifying them
7.13: Evaluating the Development of a Claim/Argument	• Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Construct	
7.14: Cause and Effect Diagram *7.15: One Cause/One Effect* *7.16: Cause-Effect Chart* *7.17: Chain-of-Events* *7.18: Organizing by Chronological Order* *7.19: Time Sequence Organizer* *7.20: Flow Chart*	• Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion
7.21: Drawing Conclusions from Information *7.22: CEI: Claim, Evidence and Interpretation*	• Combines information and weighs evidence to draw conclusions and create meaning
1.1 Express	
7.23: Bibliography Worksheet	• Cites all sources used according to local style formats
1.1 Reflect	
7.24: Self-Assessment	• Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry
1.2 Design Thinking	
Observation	• Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Observation Book Discussions	• Participates in literary discussions and book clubs
2.1 Visual Literacy	
7.25: Analyzing and Drawing Inferences from Visual Text	• Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning
2.1 Media Literacy	
7.26: Communicating Ideas to an Audience	• Determines the purpose and intended audience of a media presentation
2.2 Multiple Literacy Presentation	
7.27: Creating and Delivering an Effective Presentation *7.28: Skills of Public Speaking*	• Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
7.29: Challenging Assumptions and Misinformation *7.30: Challenging Own Assumptions with Multiple Viewpoints*	• Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives
3.1 Civic Reasoning	
Observation	• Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates
3.2 Collaboration	
Observation Class Discussion	• Engages effectively in collaborative discussions with diverse groups
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	
7.31: Using Social Media Responsibly	• Checks the validity of all information and avoids the spread of misinformation on social media
7.32: Digital Footprint	• Demonstrates understanding of a digital footprint and constructs own footprint accordingly

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book/Media Checkout Observation	• Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level
4.1 Social and Emotional Growth	
7.33: Historical or Social Context and Empathy	• Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]
4.2 Self-Identity and Confidence	
7.34: Personal Identity	• Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive
4.2 Commitment to Act	

Name_____ **Class**_____

Prior Knowledge, Background Information and Inquiry Questions

Topic:_____

What do you already know about your topic?

Background Information:
Important people, places, dates:

Important issues:

Key words and concepts:

What additional questions do you have?

Name_____ **Class**_____

Developing Focus Questions

Your topic: _____

From simple to complex questions

1. STARTING QUESTION:

Open question using the 5 W's & How

Who	
What	
When	
Where	
Why	
How	

2. THINK DEEPLY:

Layered questions using comparison, cause and effect, importance

How are _____ and _____ related?

How will / did _____ affect _____?

What would / did _____ do to _____?

Why might _____ be / have been important for _____?

Adapted from Dempster-Riverdale CI Library. Sections adapted from *Research Success @ Your Library.* *http://www.tdsb-tls.wikispaces.com/file/view/snc1D+bio+questions+1st+term+3+stages.doc*

Name_____ Class_____

Refining Research Question to Search for Different Types of Information

TOPIC: _____

ORIGINAL RESEARCH QUESTION	→	
REVISE QUESTION TO SEARCH FOR AN <u>OVERVIEW</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR THE <u>BIG IDEA</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR <u>SPECIFIC DETAILS</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR <u>CAUSES AND EFFECTS</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR A <u>COMPARISON</u> OF THE TOPIC AND SOMETHING ELSE	→	

Name_____Class_____

Using Predictions to Write a Tentative Thesis Statement

Topic:

Question:	**Predicted Answer:** **Why?**
Question:	**Predicted Answer:** **Why?**
Question:	**Predicted Answer:** **Why?**

Write a tentative thesis statement that brings your predictions together into one main idea about your topic that you expect to discover.

(Note: You will change this tentative thesis if the information you find is different from what you predicted.)

Tentative Thesis:

Name_____ **Class**_____

Using Predictions to Write an Hypothesis

Topic:

Question *(What happens if. . .?):*	**Predicted Answer** *(Then this happens)*: **Why?**
Question *(What is true if. . .?):*	**Predicted Answer** *(Then this is true)*: **Why?**

An hypothesis is an "if. . .then. . ." statement that is used primarily when researching a scientific topic through experimentation or investigation. The scientist says, "If I try a certain action or if certain conditions exist, then this will result."

You will enjoy researching scientific topics by making predictions (hypotheses) about what you will find and then experimenting or investigating to discover what really happens.

(Note: You will conduct your research to validate your hypothesis. You may discover that your hypothesis was incorrect. You can rewrite your hypothesis to reflect accurate evidence when you are drawing your conclusions.)

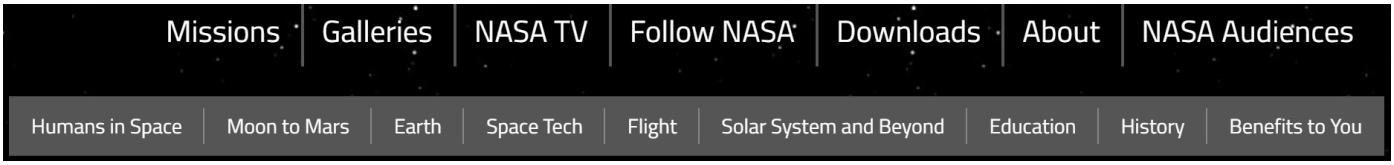
Hypothesis (If. . .then. . .):

Name_____Class_____

Navigating a Website

Tabs

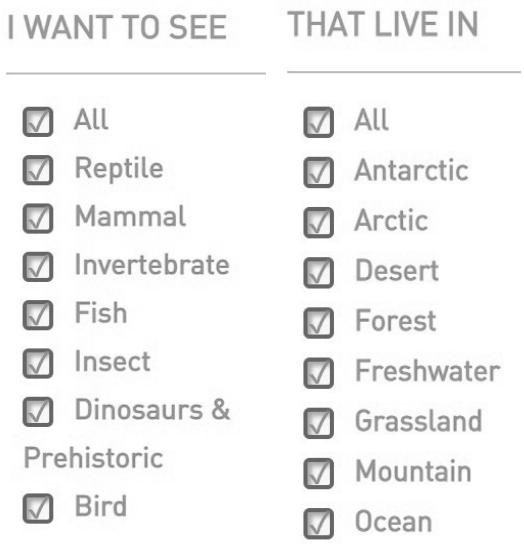
https://www.nasa.gov/



Pick one tab from the top line and one tab from the bottom line. Predict what information you would find under each of those two tabs, how you would use that information in a research project, and how the information under the top tabs probably differs from the information available under the bottom tabs.

Menus

https://kids.nationalgeographic.com/animals/



How do side menus differ from tabs at the top of a website? How would you use these side menus in a research project?

Name_____**Class**_____

Using Website Navigation Tools

Topic:

Question(s):

Navigation Tool	Relevant Information Found
Navigation Tabs	
Left/Right Channels	
Search Box	
Icons or Images	
Embedded Links	
Crumb Trail	

Name_____ Class_____

Evaluating Information Within a Source

Source:

Is the information comprehensive?	**Evidence:**
Is the information relevant to your topic? Does it answer your research questions?	**Evidence:**
Is the information accurate? Does it include both facts and opinions? Are opinions supported with credible evidence?	**Evidence:**
Is the information written from one or multiple points of view?	**Evidence:**

Name_____ Class_____

Website Evaluation

Use the following criteria and questions to evaluate Websites for use in your research:

Criteria	Your Evaluation
Website • Title • Author or Publisher • Last Updated • URL	
Authority • What are the credentials of the author or publisher? • Is this a personal page or is it sponsored by an organization? • What is the point of view or perspective of the creator?	
Navigation • What navigation tools are embedded in the site (e.g., navigation bar, tabs, left or right channel, site map) and how easily is the site navigated? • What tools are offered to make the text easier to navigate (e.g., headings, bullets, graphics, highlighting)? • Are all embedded links active?	
Relevance • Does the Website address your topic and research questions? • Can you read and understand the text?	
Accuracy • Does the information appear to be accurate because it matches information found in other resources? Is it up-to-date? • Is the information mostly facts or opinion? • Is believable evidence provided to back up all statements?	
Comprehensiveness • Is the information complete and comprehensive? • Does the site present more than one perspective?	

Name_____**Class**_____

The Effects of Different Perspectives on Issues/Topics

Issue/Topic:

One perspective:

List the main ideas of this perspective:

What do you think an alternate perspective might be and what main ideas might this alternate perspective have?

Name_____ Class_____

Fact Checking Information

Website or Social Media Site:

Using bullet points, list the information you plan on using from this site.

How did you verify that the information is accurate? List the sources you used to confirm the accuracy of the information you plan to use.

Name_____ Class_____

FACT VS. OPINION

Directions: Understanding text often involves being able to tell the difference between fact and opinion. Often writers will mix fact and opinion, and it becomes the job of the reader to sort them out.

Facts are objective (i.e., the can be proven).

- *The White House is where the president lives.*

Opinions are subjective (i.e., they express a preference or bias).

- *I think all dogs are mean.*

	Text details & direct quotes from text	**Explain how you know the details are facts or opinions**
FACTS		
OPINIONS		

Name_____Class_____

Evaluating the Development of a Claim/Argument

Claim/Argument:

Evidence: List the strongest evidence the author provides to support their claim/argument.

Refuting Evidence: list the strongest counter-evidence provided in the source.

Name_____ **Class**_____

Cause and Effect Diagram

Causes

Topic

Effects

Name_____ Class_____

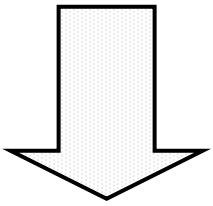
One Cause / One Effect

A *cause* is an event that makes something happen. An *effect* is what happens because of the cause. To find a cause, ask why something happened. To find an effect, ask what happened as a result of something. The chart below is presented to identify cause and effect.

Topic:

_____

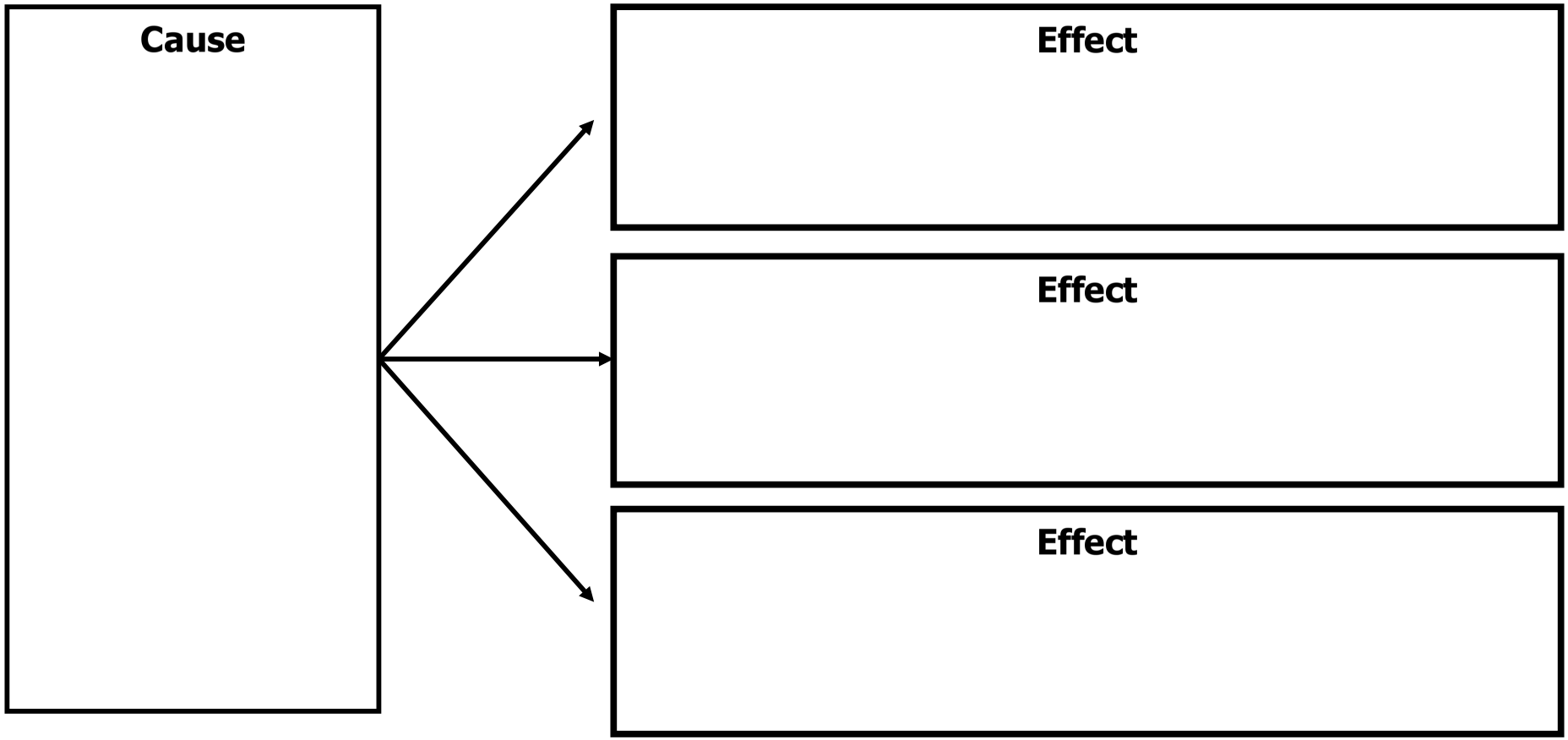
CAUSE



EFFECT

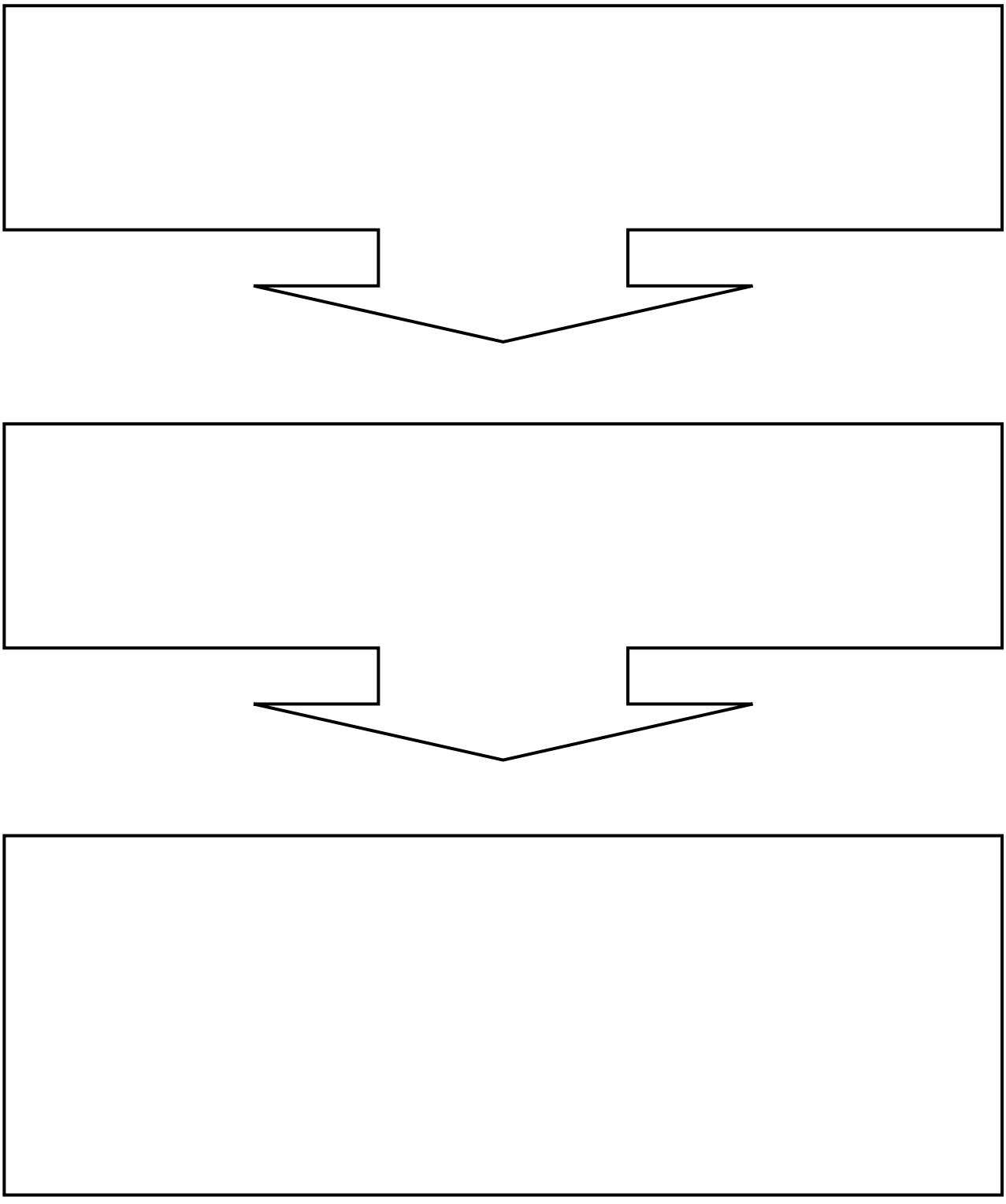
Name_____**Class**_____

Cause-Effect Chart



Name_____Class_____

Chain-of-Events



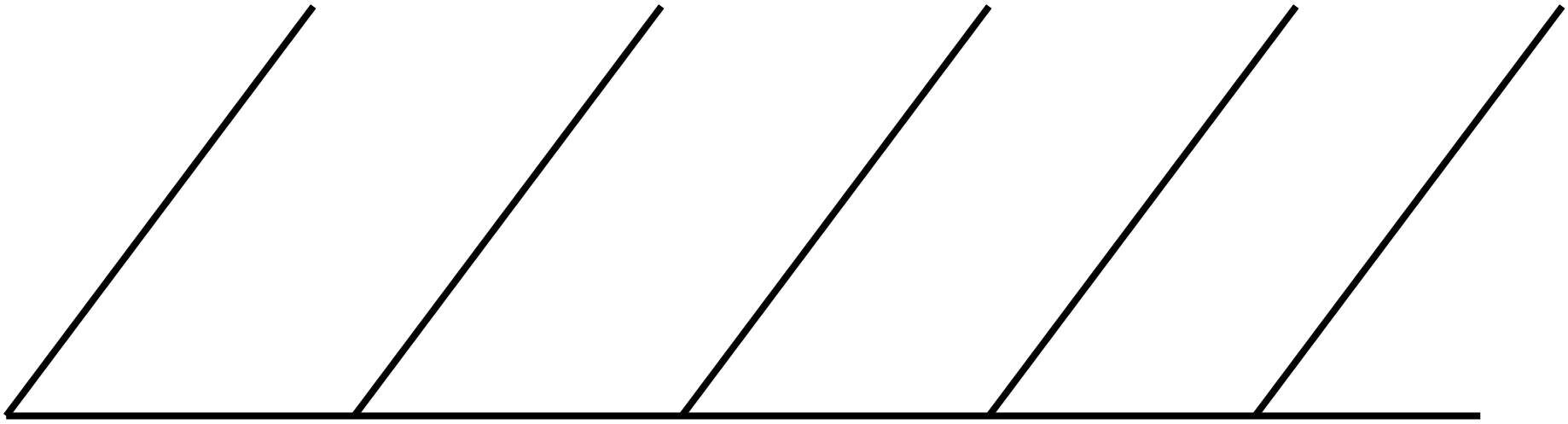
Name_____ Class_____

Organizing by Chronological Order

Date	Event/Action/Situation
Which led to. . .	
Which led to. . .	
Which led to. . .	
Which led to. . .	
Which resulted in. . .	

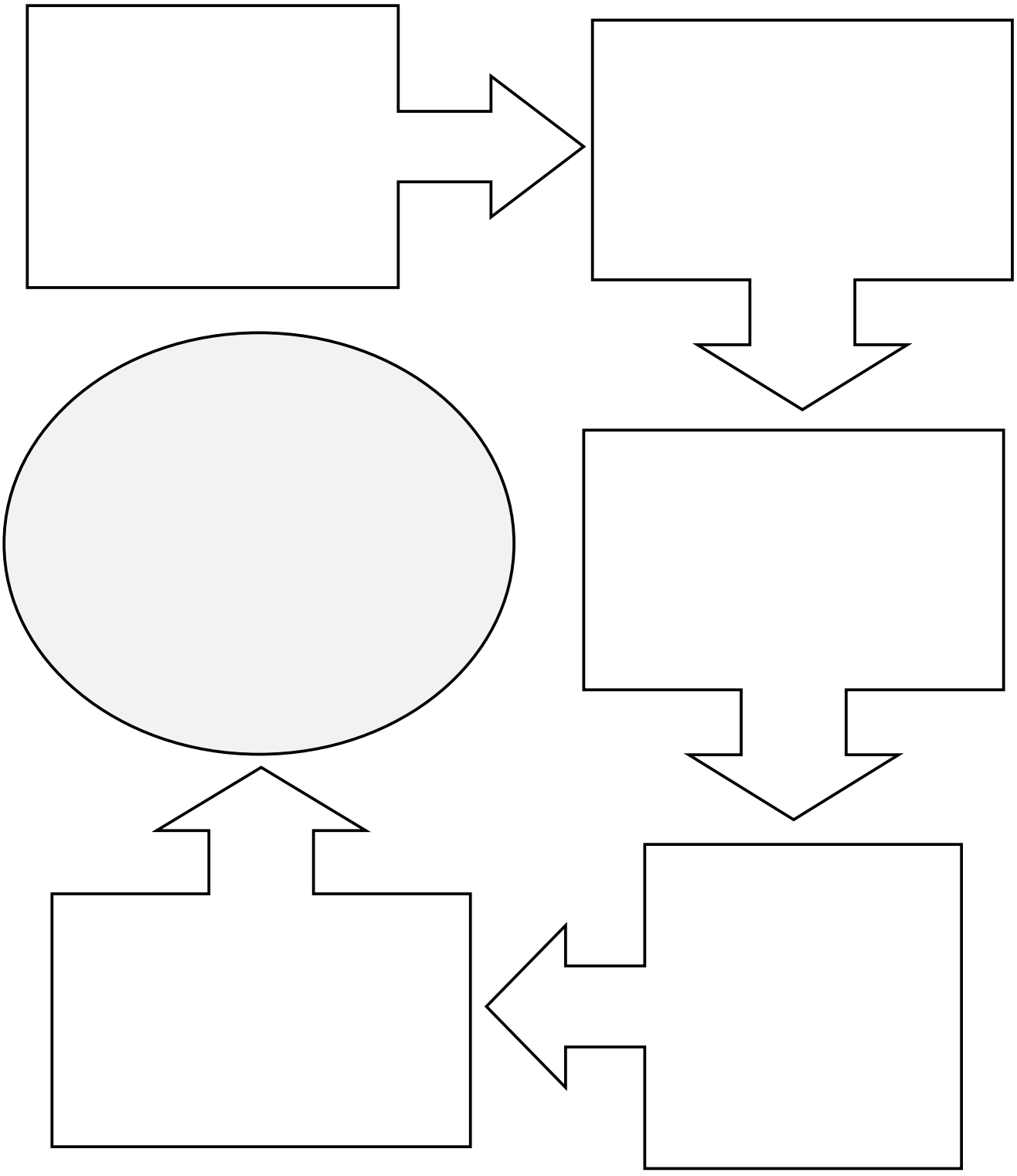
Name_____ **Class**_____

Time Sequence Organizer



Name_____**Class**_____

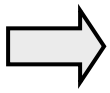
Flow Chart

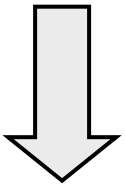


Name_____ Class_____

Drawing Conclusions from Information

Facts	Inferences





Conclusion

Name_____Class_____

CEI: Claim, Evidence and Interpretation

Claim:

Evidence: Examples, quotes, textual references that support the claim …

Interpretation: An explanation and/or analysis of the evidence

Name_____ Class_____

Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name_____ Class_____

Self-Assessment

Identifying own strengths and setting goals for improvement

1. Which two phases of inquiry did you do best?

2. Which phase of inquiry did you struggle with most?

3. What part of the assignment did you enjoy the most?

4. Name two goals for improvement on your next assignment like this.

Name_____ Class_____

Analyzing and Drawing Inferences from Visual Text

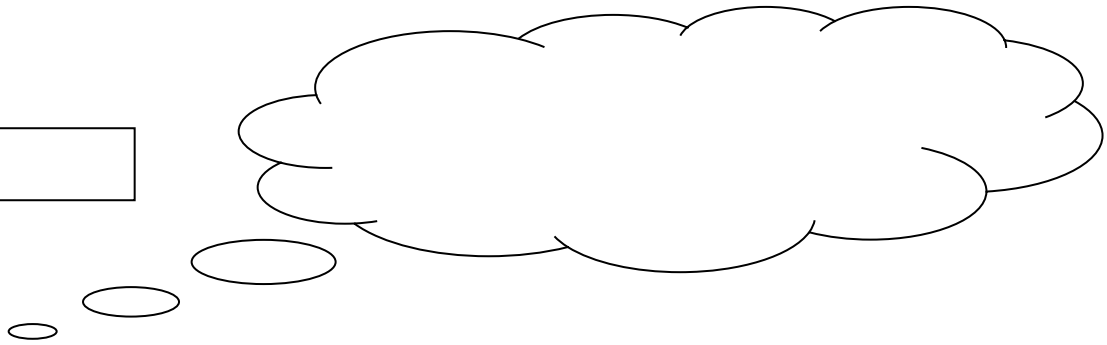
Visual:

Explicit Information in Visual	Inferences about the Implicit Meaning	Takeaways – Main Ideas and Details (noting the explicit or implicit evidence for each)

Name_____ Class_____

Communicating Ideas to an Audience

My idea →



Who is the audience? What is my purpose in presenting to this audience?

Evidence that this audience will find *interesting:*	**Evidence that this audience will find *important:***	**Evidence that is *vital* to persuade this audience to accept my idea:**

The format and length that will be most effective for my purpose and this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):

Name_____ Class_____

Creating and Delivering an Effective Presentation

Create your presentation by deciding on a medium that enables you to communicate your ideas and fulfill your purpose (e.g., explanation, persuasion). Once you have identified the medium you will use, you can use the language of the medium to impact your audience both intellectually and emotionally. Plan your presentation to take advantage of the aspects of the language that will enable you to fulfill your purpose.

Your Topic: _____

Your Purpose: _____

Language of the Medium	How Language Element Will Be Used and Intended Impact (Intellectual and Emotional)
Use of Color	
Pace	
Point of View / Perspective	
Visuals	

Name_____ Class_____

The Skills of Public Speaking – Checklist for Self-Reflection and Peer Feedback

Public Speaking Skills	Self-Reflection Strengths / Areas for Growth	Peer Feedback Strengths / Areas for Growth
Clear Delivery		
Eye Contact		
Body Language		
Voice		
Pace		

Name_____ Class_____

Challenging Assumptions and Misinformation

Information about social issues, especially if the issues are controversial or culturally based, is often complex and written from a single point of view. Your job as researcher is to recognize your own assumptions, question conflicting information or possible misinformation, and challenge information that is presented from a limited or biased perspective. By researching in multiple, diverse sources, you can check the information you have found and develop a credible, balanced view of the topic.

Information to Be Checked	**Source 1:**	**Source 2:**	**Conclusions that Reflect Credibility and Balance**
Your assumptions about topic:			
Conflicting information; possible misinformation			
Slanted, biased information that demands diverse perspectives			

Name_____ Class_____

Challenging Own Assumptions with Multiple Viewpoints

Community Issue:

	I Assume. . .	Point of View – One Source: ( )	Point of View – 2nd Source: ( )
Why this is an issue			
Cause of the problem			
Impact of issue / Why this issue must be addressed			
Best way to address issue			

Name_____ Class_____

Using Social Media Responsibly

Social media that are used responsibly are valuable sources of information and ideas. Guidelines for responsible use of social media include the following:

- ✓ Fact-check the information
- ✓ Avoid the spread of misinformation
- ✓ Interpret media messages in context (authority of creator, timing, other messages on same content, emotional vs. fact-based content)
- ✓ Respect the ideas and positions of others
- ✓ Respond to media messages respectfully and thoughtfully

Because social media platforms differ in their immediacy, format, and opportunities for interaction, the above guidelines are applied differently, depending on the platform.

Explain the guidelines you would employ for the social media platforms below in order to be a responsible user.

Platform	Your Guidelines for Responsible Use
Wikipedia	
Twitter	
YouTube	
Online blogs	
Instagram	
Your choice:	

Name_____Class_____

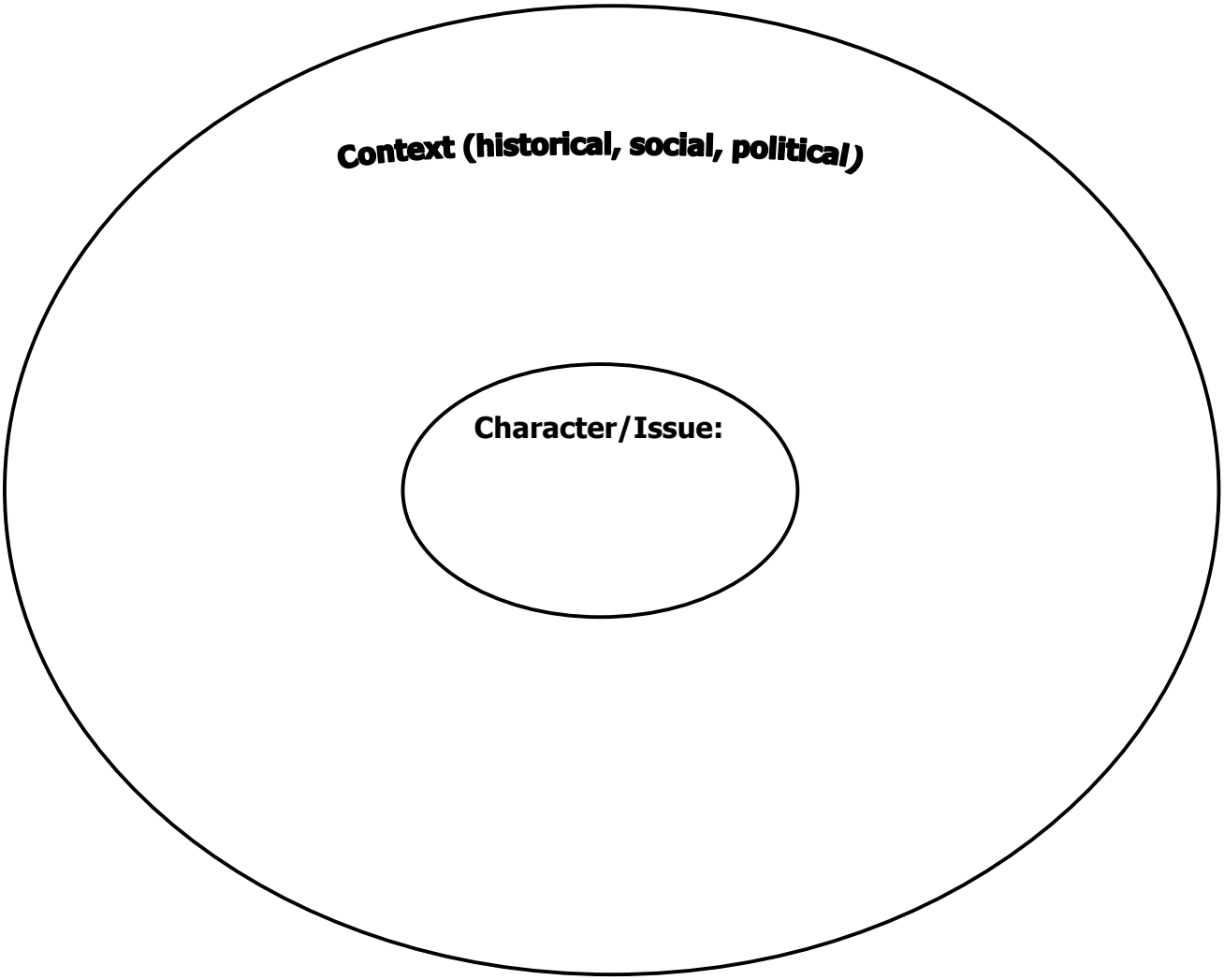
Digital Footprint

Your digital footprint is the record that you leave when you participate online through any social media platform. It is important to pay careful attention to your digital presence, because you are building a reputation that will not go away.

Guideline	How will you follow this guideline?
1. Manage your privacy settings on social media platforms.	
2. Limit your social media accounts and maintain careful control of your passwords (for example, use a password safe).	
3. Limit access to your accounts and your personal information when you use a new site or app.	
4. Be thoughtful and careful any time you post a message or image, because it will remain on the internet forever.	
5. Recognize that any searches you conduct (on Google, for example) are tracked.	

Name_____ Class_____

Historical or Social Context and Empathy



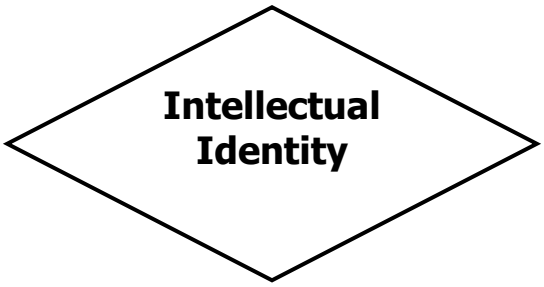
How does the context enable you to understand the character or issue and develop empathy for the decisions that were made and actions that were taken?

Name_____Class_____

Personal Identity

Our identities are formed as we recognize our intellectual, social, and cultural strengths and pursue opportunities to explore and develop aspects of our personality, our relationships with others, and our cultures.

Think about areas of your identity that you would like to strengthen. Brainstorm and plan how you might do that using the resources of the library.



How You Plan to Strengthen this Identity

How You Plan to Strengthen this Identity

How You Plan to Strengthen this Identity

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
8.1: Narrowing Down a Large Topic *8.2: Narrowing Down a Large Topic - Example*	• Revises the topic as needed to arrive at a manageable topic for a given research situation
1.1 Wonder	
8.3: Refining Research Questions to Search for Different Types of Information	• Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)
1.1 Investigate – Organization	
1.1 Investigate – Sources	
8.4: Locating Appropriate Resources	• Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources
8.5: Using Different Sources	• Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information
1.1 Investigate – Evidence	
8.6: Evaluation Tool Sheet	• Evaluates the accuracy, authority, validity, perspective, and bias of sources and information
8.7: Lateral Reading	• Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information
8.8: Notetaking Grid *8.9: Notetaking to Answer Questions*	• Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details
8.10: Point of View Influences Interpretation of Information	• Recognizes that own point of view influences the interpretation of information
1.1 Investigate – Making Sense of Information and Notetaking	
8.11: Revising Ideas	• Identifies misconceptions and revises ideas as new information is gained
8.12: Making Inferences from FACTS	• Provides evidence for logical inferences based on both the explicit and implicit meaning of text
8.13: Reflective Notetaking	• Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Construct	
8.14: Claim, Evidence and Reasoning	• Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning
1.1 Express	
8.15: Claim, Reasoning, Evidence, and Counter-Claims	• Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims
8.16: My Research Project	• Creates products for authentic reasons and audiences
8.17: Bibliography Worksheet	• Cites all sources used according to local style formats
1.1 Reflect	
8.18: Individual Experience of Inquiry	• Reflects on own emotional and intellectual experience through the process of inquiry
1.2 Design Thinking	
8.19: Designing a Solution *8.20: Design Process Log*	• Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Observation	• Participates in literary discussions, special literary programs, and book clubs
2.1 Visual Literacy	
2.1 Media Literacy	
8.21: Deconstructing Media Claims and Arguments	• Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)
2.2 Multiple Literacy Presentation	
8.22: Matching Presentation Language with Purpose and Content	• Matches language of presentation with audience, purpose, complexity of the content, and intended impact

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
8.23: Critical Source Evaluation Strategies	• Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)
3.1 Civic Reasoning	
Observation Class Discussion	• Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit
3.2 Collaboration	
Observation Evaluation of Final Product	• Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences
3.3 Intellectual Property Rights	
Evaluation of Final Product *8.24: Ethical Decisions about Creation and Sharing of Information*	• Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)
3.3 Safe and Ethical Use of Technology	
8.25: Internet Safety Practices	• Observes Internet safety procedures, including safeguarding personal information and equipment

Standard 4: Personal Growth and Agency

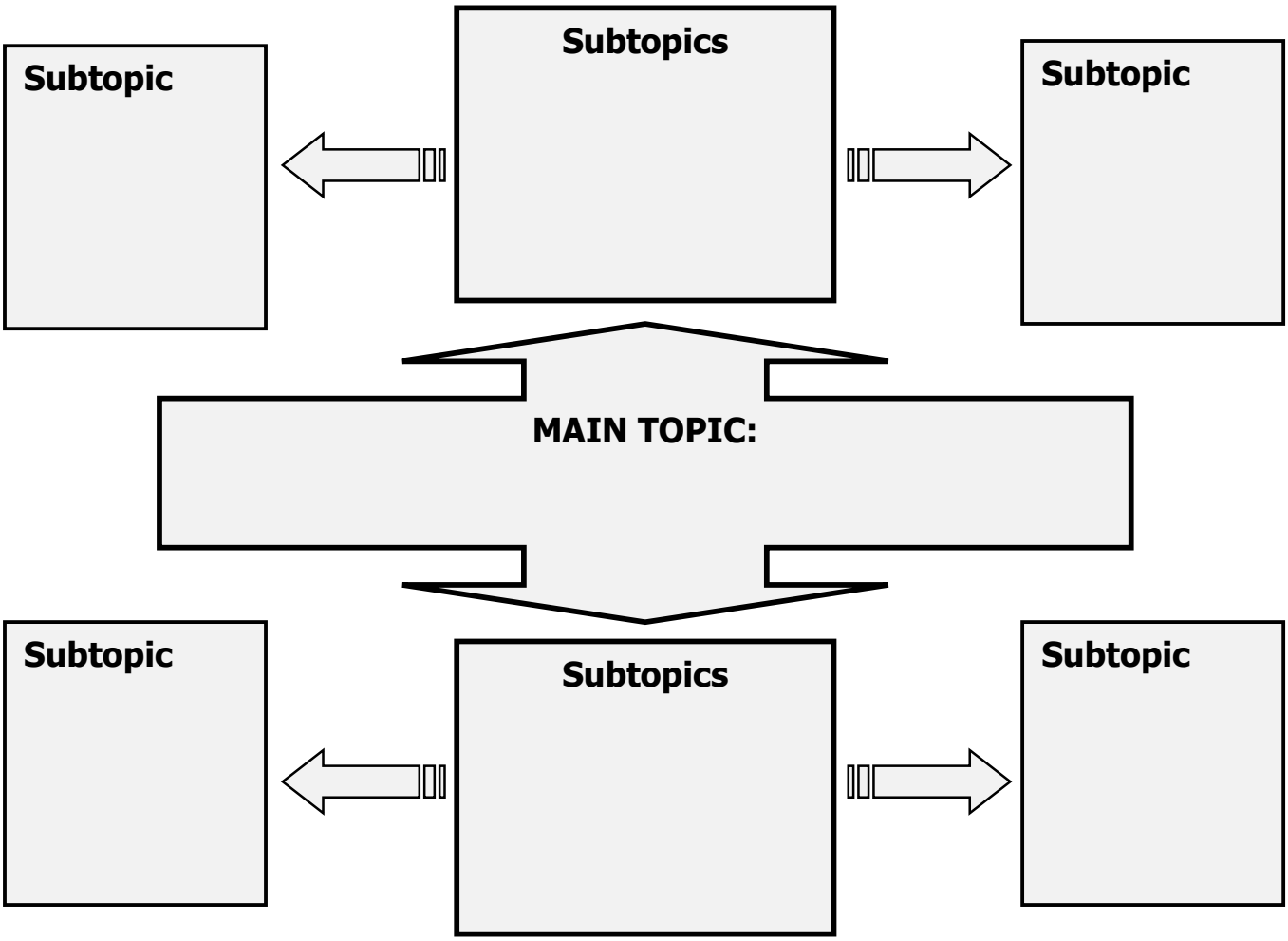
Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Observation Book Checkout	• Explores opportunities to prepare for the future, including higher education, career training, vocational training
4.1 Social and Emotional Growth	
8.26: Growth Mindset	• Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]
4.2 Self-Identity and Confidence	
8.27: Resilience	• Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]
4.2 Commitment to Act	

Name_____ Class_____

Narrowing Down a Large Topic

HINT: Choose one subtopic

Perform *all* research necessary to understand that *one* subtopic



Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

Process for Selecting Search Engines

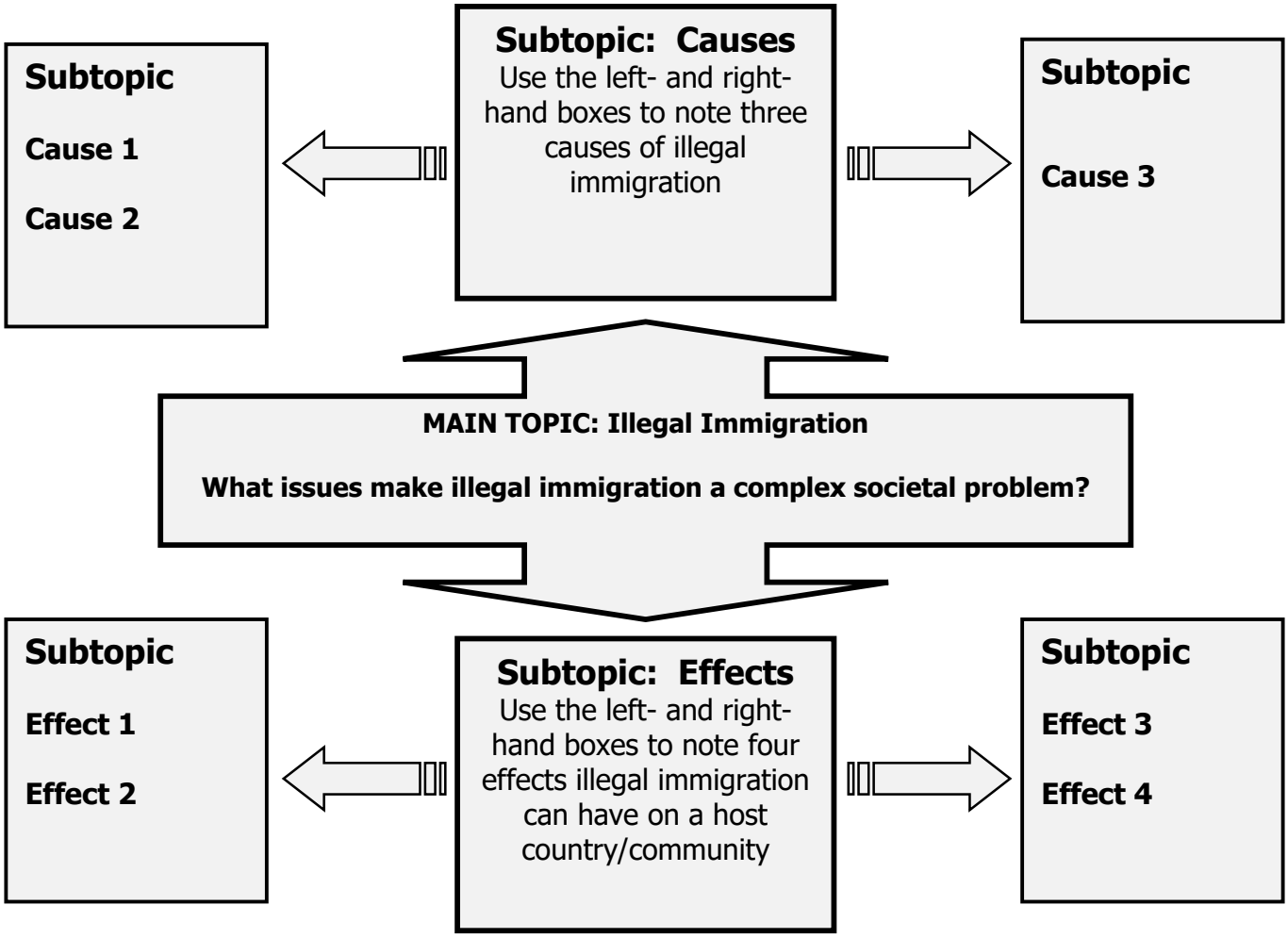
- Use any browser dialogue box.
- Type in the term "Search Engines" You will see that some results have notes that not only tell whether they are true search engines, but also the *type* of research for which they are best suited.

Name_____ Class_____

Narrowing Down a Large Topic - *Example*

HINT: Choose one subtopic

Perform *all* research necessary to understand that *one* subtopic



Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
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Name_____ Class_____

Refining Research Question to Search for Different Types of Information

TOPIC: _____

ORIGINAL RESEARCH QUESTION	→	
REVISE QUESTION TO SEARCH FOR AN <u>OVERVIEW</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR THE <u>BIG IDEA</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR <u>SPECIFIC DETAILS</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR <u>CAUSES AND EFFECTS</u> OF THE TOPIC	→	
REVISE QUESTION TO SEARCH FOR A <u>COMPARISON</u> OF THE TOPIC AND SOMETHING ELSE	→	

Name_____ Class_____

Locating Appropriate Resources

Your Topic:

Print Resources:

Use key words and subject headings in the online catalog to locate appropriate print resources for your research. Once you go to the shelves, browse the books in those areas (by looking at the table of contents and index) to find additional useful resources.

Key Words, Subject Headings, Synonyms, Related Words	Dewey Number	Resources Located

Electronic Resources:

To find relevant electronic resources (in databases), start by using the same key words and related words. In addition, you have the flexibility to broaden your search to include important names of organizations and people, issues, places, and specific aspects of your topic.

Key Words, Names, Organizations, Issues, Places, Specific Subtopics	Database	Resources Located

Name_____ Class_____

Using Different Sources

Topic: _____

Type of Source	Found Information	Found Information	Found Information
Books 1. _____ 2. _____ 3. _____			
Websites 1. _____ 2. _____ 3. _____			
Subscription Databases 1. _____ 2. _____ 3. _____			
Multimedia 1. _____ 2. _____ 3. _____			
Graphs and Charts 1. _____ 2. _____ 3. _____			
Maps and Diagrams 1. _____ 2. _____ 3. _____			

Name_____ Class_____

Evaluation Tool Sheet

Resource:

Accuracy

Criteria	Yes/No	Evidence
Do you know who the author of the information is? Is it clear or hidden?		
Is the source of the information trustworthy?		
Does the resource provide a comprehensive overview or a sketchy one?		

Authority

Criteria	Yes/No	Evidence
Is the website associated with an organization that has a good reputation?		
Is the author an expert?		
Is the author's background provided?		

Perspective/Bias

Criteria	Yes/No	Evidence
Is the information provided objective or only one side of an argument? Is there a particular point of view?		
Is the language used appeal to emotions?		
Is the view of the topic limited? What is being left out?		

Name: _____ **Class:** _____

Lateral Reading

Thesis:

Website	Corroborating Information	Conflicting Information

Name_____ Class_____

Notetaking Grid

Topic: _____

	Resource (Website)	Information/Main Ideas	Supporting Details	What is the alternate perspective provided?
Key Question:				
Key Question:				

Name_____ Class_____

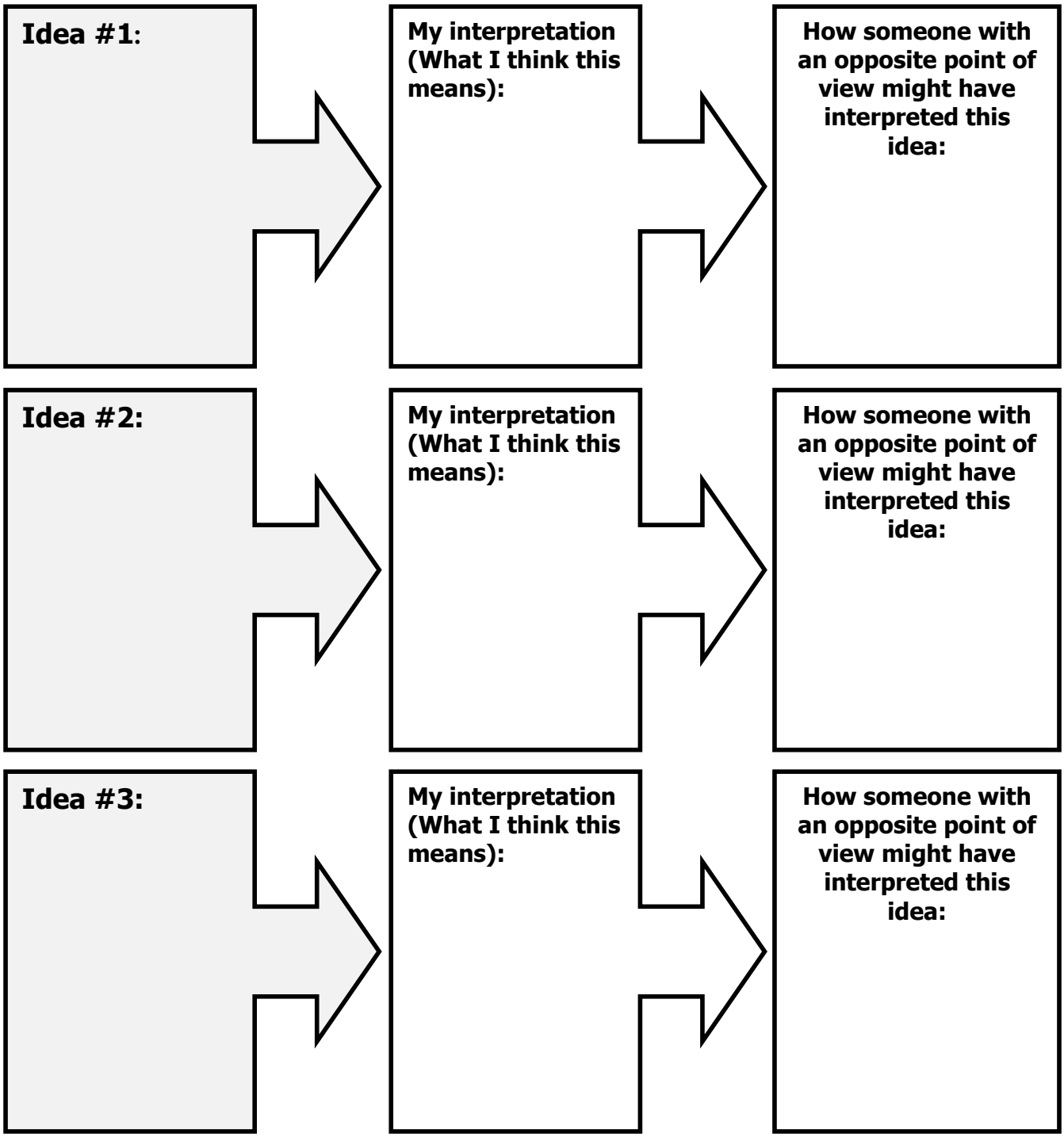
Notetaking to Answer Questions

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

Name_____ Class_____

Point of View Influences Interpretation of Information

Topic: _____



Name_____Class_____

Revising Ideas

Claim:

Evidence that supports the claim:

Evidence that refutes the claim:

Revised claim that takes the refuting evidence into account:

Name_____ Class_____

Making Inferences from FACTS

Inferences: Guesses we make by using what see or read plus what we know from our own experiences.

Fact/Observation	Inference *This fact or observations suggests that…*	Explicit and Implicit Evidence to Support Your Inference

Name_____ Class_____

Reflective Notetaking

Question:		
Source/Pg	**Notes in Own Words – Answers to Question**	**Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)**

Name_____Class_____

CER: Claim, Evidence and Reasoning

Claim:

Evidence: Examples, quotes, textual references that support the claim …

Reasoning: Explain why the evidence provided above is the best evidence to support the claim

Name_____Class_____

Claim, Reasoning, Evidence, and Counter Claims

Claim:

First Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

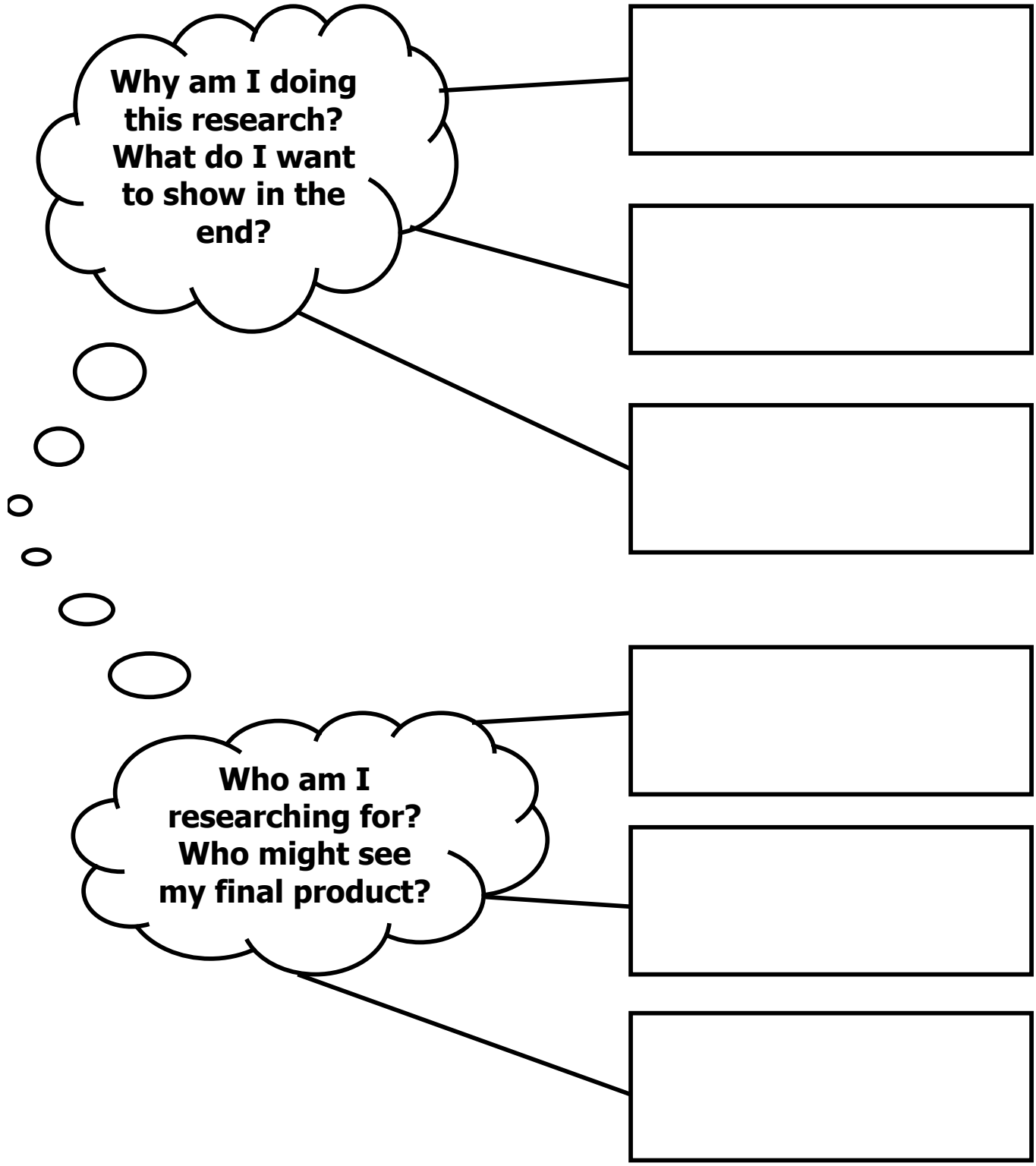
Second Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

Final Reason for Claim with Evidence that Supports the Reasoning (examples, quotes, textual references)

List any counter arguments or counter claims that you can think of.

Name_____ Class_____

My Research Project



Name_____ Class_____

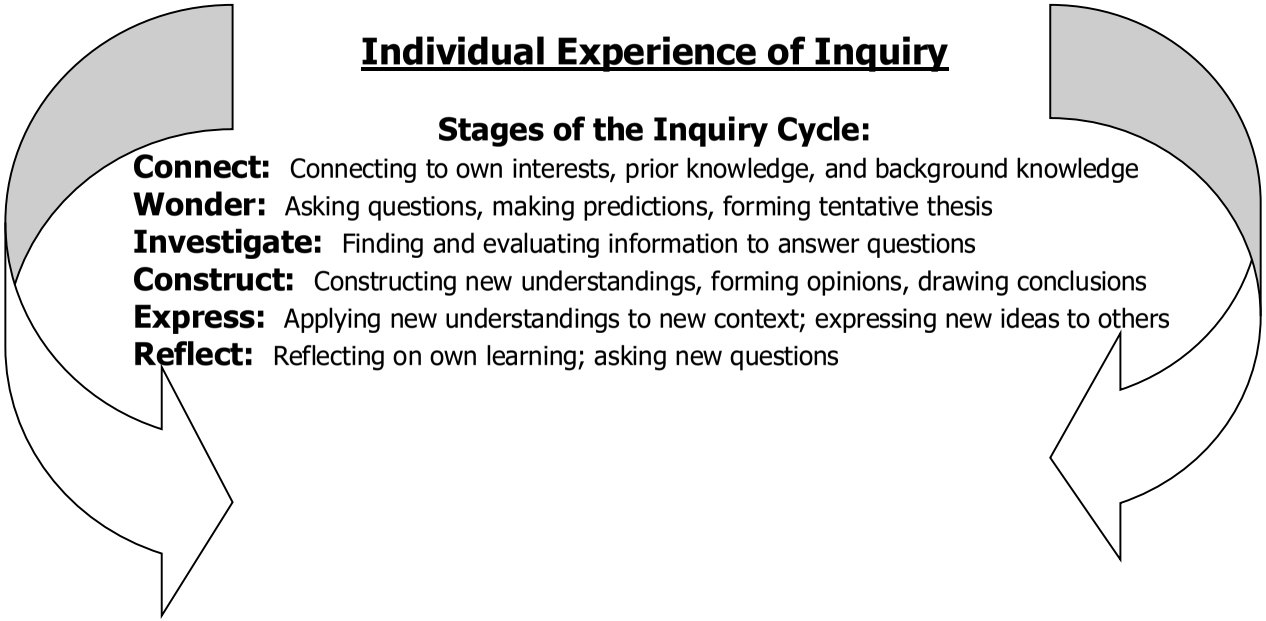
Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name_____ Class_____

Individual Experience of Inquiry



Stages of the Inquiry Cycle:

Connect: Connecting to own interests, prior knowledge, and background knowledge
Wonder: Asking questions, making predictions, forming tentative thesis
Investigate: Finding and evaluating information to answer questions
Construct: Constructing new understandings, forming opinions, drawing conclusions
Express: Applying new understandings to new context; expressing new ideas to others
Reflect: Reflecting on own learning; asking new questions

Hardest Part of Inquiry – Why?	Best Part of Inquiry – Why?	Skills Learned / Insights Experienced

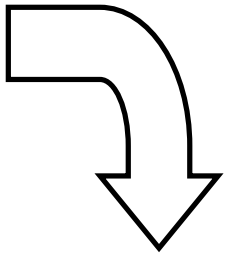
Name_____Class_____

Designing a Solution

What is the problem?

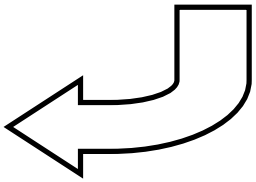
Use your "if. . .then. . ." hypothesis to brainstorm possible solutions.

What did you try ("If I try this. . .)?



How did it work (then this happened. . .)?

Did your hypothesis work? If not, what new hypothesis will you try to improve your solution?



Name_____ Class_____

Design Process Log

Phases of Design Process	Log of Your Actions and Decisions
Problem or Issue:	
Hypothesis (what you expect the outcome to be if you take action)	
Brainstormed solutions or models	
Evaluation of possible solutions/models and selection of most promising one	
Selection of resources and technology needed for testing solution/model	
Testing of solution/model with description of results	
Analysis of results / Changes or revisions to be made	
Analysis of results of revised solution/model	
Determination of validity of hypothesis, conclusion, and description of final solution/model	

Name_____ Class_____

Deconstructing Media Claims and Arguments

Media:

Claim or Argument:

Evaluation Criteria	Your Assessment
Logical Fallacies: Does the claim or argument make sense? Does the evidence support the claim/argument? Are there gaps in the evidence that must be considered?	
Persuasive Techniques: Is the information believable? How credible and compelling is the evidence that is presented? Is any evidence offered for an alternative viewpoint?	
Persuasive Techniques: How much is the information framed by an emotional or values-based appeal or by loaded language rather than by rational logic or research?	
Use of the Language of the Medium: How are color, pace, perspective, narrative structure, and visuals used to make and support the claim or argument?	
What is your judgment about the validity and persuasiveness of the claim or argument?	

Name_____Class_____

Matching Presentation Language with Purpose and Content

To be effective, a presenter must match the language of the presentation with the audience, purpose, complexity of the content, and intended impact. You can vary the language in a number of ways, including choices between formal or informal; strictly factual or inclusive of opinions and examples; explanatory or persuasive words/narrative; and simple or sophisticated vocabulary.

Your Presentation Topic:

Presentation Conditions	**How will you match your language to each condition?**
Audience: Who is the audience for your presentation?	
Purpose: What is your purpose in making the presentation?	
Complexity of Content: Will your topic's concepts and vocabulary be difficult for your audience to understand?	
Intended Impact: What do you want your audience to think, feel, or do as a result of your presentation?	

Name_____ Class_____

Critical Source Evaluation Strategies

Evaluation Strategies	Critical for this Type of Source?		Why is this evaluation strategy critical or non-critical for each of these types of sources?			
	Yes	No	Authoritative Website	Fringe or Fake Website	Blog	Tweet
Viewpoint: *What is the perspective of the author or publisher?*						
Authority: *Why can we believe this source?*						
Currency: *How up-to-date is the source? Is that important for your topic?*						
Reliability: *Can this source be relied upon to present high-quality information on all topics and every time?*						
Comprehensiveness: *Will you be able to find the depth and complexity of information that you need to answer your questions?*						

Name_____ Class_____

Ethical Decisions about Creation and Sharing of Information

You have many ethical decisions to make when creating and sharing information. The following guidelines will help you **respect the intellectual property of others** while you are creating your own information products.

ETHICAL GUIDELINES:	SELF-CHECK	
	YES	NA
MUSIC • Use legal sites or pay for downloading or streaming music for personal use • Use music in the public domain or with a Creative Commons license for school projects or anything you will share publicly		
MOVIES, VIDEOS • Download or stream movies or videos from legal sites (e.g., YouTube) for personal use • Very short excerpts may be incorporated into your own presentations for a school project under Fair Use (not for school projects that will be posted online) • Videos with a Creative Commons license may be used for school projects		
TEXT • Facts, by themselves, are in the public domain, but the way an author expresses facts is protected by copyright • You may use facts and information if you use your own words • You must cite the source for any direct quotations, opinions, or interpretations that you use		
IMAGES • Images must be in the public domain or under a Creative Commons license • Even images that are labeled "royalty-free" may have restrictions on use • The source of every image should be cited		
REMIXING AND MASHUPS • Must have a non-commercial purpose • Must respect the original work and its creator • Must use only legitimately acquired work • Student work must use only portions of the original work, not be intended to substitute for the original work, and not damage the reputation or commercial potential of the original creator		

Name_____Class_____

Internet Safety Practices

Build a safe online environment for yourself and others by following the guidelines and practices of internet safety and responsible use.

Guideline	How will you follow this guideline?
Reputation • Think carefully about your online identity; post messages and images to build the reputation you want to have • Watch tagging by others; ask others to remove any tags to you that conflict with your desired reputation • Monitor your own online presence (Google yourself periodically)	
Privacy • Do not post personal information and images • Manage your privacy settings on social media platforms. • Limit your social media accounts and maintain careful control of your passwords • Think before you post; your messages are easily forwarded and shared	
Access • Limit access to your accounts and your personal information when you use a new site or app • Do not share your technology devices or passwords • Use only appropriate sites; report any sites or messages that make you uncomfortable to your teacher or parent	
Communication • Be thoughtful and respectful any time you post a message or image, because it will remain on the internet forever • Do not forward misinformation or incendiary posts or videos • Report any cyberbullying	

Name_____Class_____

Growth Mindset

Building your intellectual, social, and cultural strengths will lead you to a successful and fulfilling future. You can grow these strengths by engaging in interesting and enjoyable reading, learning, and social interactivity. How will you develop a growth mindset using the opportunities and resources available through the library?

My Intellectual Strengths and Interests	What I Will Do to Grow These Strengths and Interests

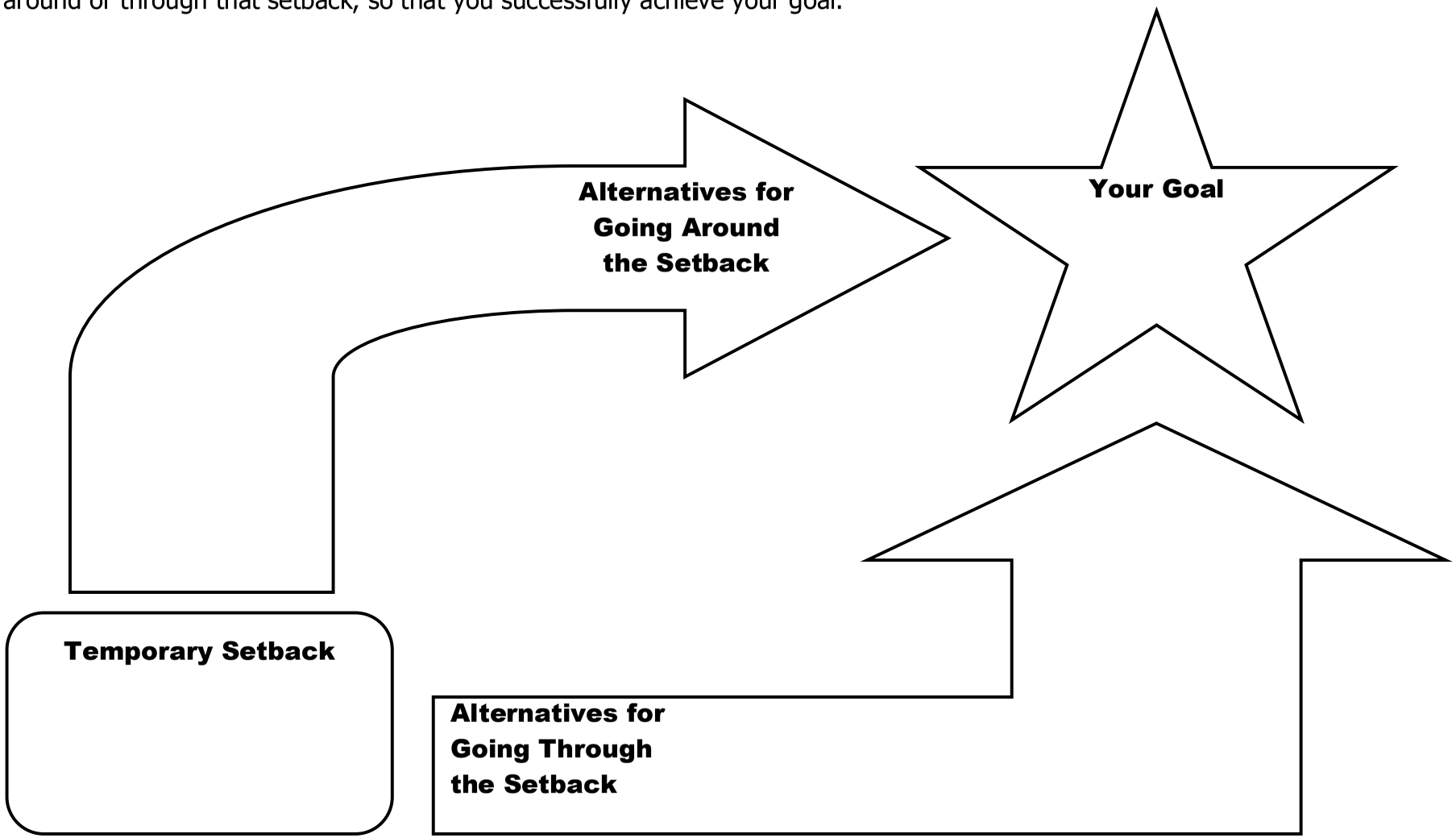
My Social Strengths and Interests	What I Will Do to Grow These Strengths and Interests

My Cultural Strengths and Interests	What I Will Do to Grow These Strengths and Interests

Name_____Class_____

Resilience

You can build your resilience by responding to bumps in the road (negative feedback or failures) by pursuing alternative paths or opportunities. Identify a temporary setback that you have experienced recently and brainstorm options to get around or through that setback, so that you successfully achieve your goal.



Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
9-10.1: Identifying Key Words, Concepts, Synonyms, and Related Terms	• Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research
9-10.2: Mind Mapping	• Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest
9-10.3: Narrowing Down a Large Topic *9-10.4: Narrowing Down a Large Topic – Example* *9-10.5: Connecting to a Manageable Topic*	• Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry
1.1 Wonder	
9-10.6: Developing Focus Questions at Different Levels of Thought *9-10.7: Refining Research Questions* *9-10.8: Investigating Ideas*	• Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)
9-10.9: Gathering Evidence to Support Thesis *9-10.10: Gathering Evidence to Support Thesis - Example*	• Plans inquiry to test hypothesis systematically or gather evidence to validate thesis
1.1 Investigate – Organization	
1.1 Investigate – Sources	
9-10.11: Using Organizational Features of a Book to Locate Information	• Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective
9-10.12: Advanced Web Searching *9-10.13: Advanced Searching - Review*	• Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources
9-10.14: Source Comparison	• Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Investigate – Evidence	
9-10.15: Evaluating Evidence Checklist *9-10.16: Points of View/Perspectives/Actions*	• Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view
9-10.17: Evaluating Digital Evidence	• Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias
9-10.18: Impact of Point of View, Perspective, and Purpose on Information	• Analyzes the impact of point of view, perspective, and purpose on the information provided by a source
1.1 Investigate – Making Sense of Information and Notetaking	
9-10.19: Questioning and Challenging the Text	• Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information
9-10.20: Learning Logs for Reflective Notetaking *9-10.21: Reflective Notetaking* *9-10.22: Notetaking to Answer Questions* *9-10.23: Notetaking Grid* *9-10.24: Notes on Main Ideas and Supporting Evidence* *9-10.25: Notes on Main Ideas and Supporting Evidence - Example*	• Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps**)**
1.1 Construct	
9-10.26: Concept Map *9-10.27: Concept Maps for Organizing Thinking* *9-10.28: Cause-Effect Chart* *9-10.29: Organizing Information - Rubric*	• Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered
9-10.30: Drawing Conclusions from Looking at Multiple Perspectives *9-10.31: Drawing Conclusions Supported by Evidence*	• Draws clear and appropriate conclusions supported by evidence and examples

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Express	
REACTS *9-10.32: Communicating Ideas to an Audience*	• Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience
9-10.33: Bibliography Worksheet	• Cites all sources used according to standard style formats
Assessment of Final Product	• Embeds citations to specific information, visuals, or sound when appropriate
1.1 Reflect	
9-10.34: Individual Experience of Inquiry	• Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.
1.2 Design Thinking	
9-10.35: Design Process Log	• Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement
9-10.35: Design Process Log	• Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Observation Conversation	• Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)
2.1 Visual Literacy	
9-10.36: Gathering Information Through Analysis of Visuals	• Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning
2.1 Media Literacy	
9-10.37: Evaluating the Truth and Misinformation in Media	• Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)
2.2 Multiple Literacy Presentation	
Assessment of Final Product	• Retrieves and uses images, sound, and visual media according to ethical and legal standards

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
3.1 Civic Reasoning	
9-10.38: Historical Perspective Taking / Empathy	• Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives
3.2 Collaboration	
Observation	• Curates and shares valuable resources with peers
3.3 Intellectual Property Rights	
3.3 Safe and Ethical Use of Technology	
Observation	• Abides by the Acceptable Use Policy in all respects
*9-10.39: Netiquett*e	• Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
9-10.40: Participating in Social Media Platforms	• Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context
4.1 Social and Emotional Growth	
Observation Class Discussion	• Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]
9-10.38: Historical Perspective Taking / Empathy Class Discussion Observation	• Demonstrates respect and empathy for diverse people and perspectives [social awareness]
4.2 Self-Identity and Confidence	
Observation Class Discussion	• Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own
4.2 Commitment to Act	
Collaborative Assessment of Student Actions and Projects	• Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas

Name_____ Class_____

Identifying Key Words, Concepts, Synonyms and Related Terms

Effective researchers use a strategy of broadening their search for information by identifying key words, concepts, synonyms, and related terms. You can find these alternative search terms by consulting an **overview article** in a magazine or encyclopedia, a **thesaurus**, a **dictionary**, **search engines**, and **subject headings** in the library catalog. You should start this process as soon as you decide on a topic or research question and continue to build your list throughout your inquiry.

Key Words *(Words that convey the main ideas of your topic or questions)*	**Concepts** *(Words that describe the big ideas to which your topic is related)*	**Synonyms** *(Words that mean the same as your key words)*	**Related Terms** *(Words that are closely associated with key words, but not substitutes like synonyms)*
Example Topic/Question: How will global warming affect life in New York City during the 21st century?			
Ex: global warming, climate, greenhouse gases, solar radiation	**Ex: ecological system, environment**	**Ex: earth temperature, greenhouse effect**	**Ex: climate change, earth's atmosphere**
Your Topic/Question:			
Key Words	**Concepts**	**Synonyms**	**Related Terms**

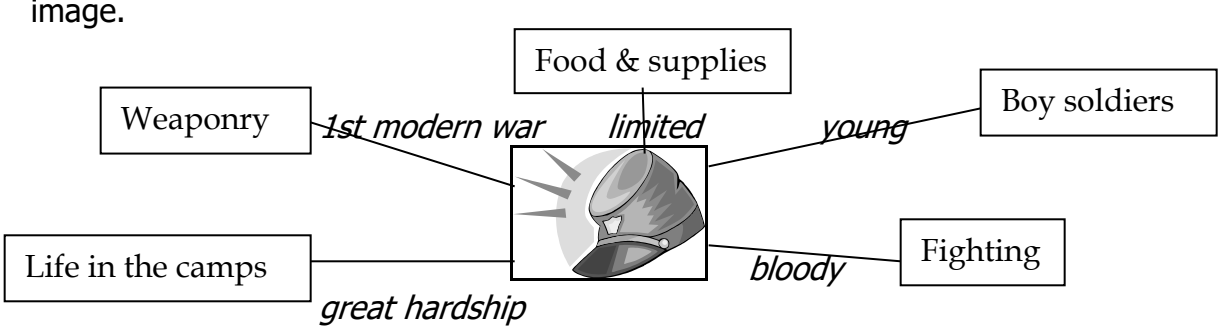
Name_____ Class_____

Mind Mapping

Mind Mapping is a method of creating a visual image that communicates a big idea, supporting ideas, and relationships among ideas. Researchers use mind maps to brainstorm a picture of their inquiry topic, to figure out the aspects of the topic that are most interesting or open to inquiry, and to think through definitions, examples, causes, effects, and questions.

What does a mind map look like?
A mind map has an image of the main idea in the center, with 5-10 ideas that relate to the main idea revolving around the center, but connected by lines labeled with words that express the relationship between the two ideas.

For example, a mind map of the "Life of a Soldier in the American Civil War" might have an image of a soldier's cap in the center, with ideas like "boy soldiers," "food and supplies," "weaponry," "life in the camps," and "fighting" surrounding the center image.



Process for Creating a Mind Map
1. In the center of your paper or screen, draw a symbol or image that represents the main idea.
2. Draw branches from the main idea to 5-10 subtopics that you have gathered from prior knowledge or background information. The subtopics can be expressed as words or images.
3. Label the branch lines with descriptive words or verbs to express the relationship between the ideas.
4. You may decide to extend the mind map by brainstorming smaller topics that relate to each subtopic.
5. You can use color, different types of print or graphics, and variations in size to ensure that your main ideas and relationships are clear.
6. Be creative! This is a chance to clarify an overall picture of your inquiry topic and figure out what **you** want to research in more detail.

Try these sites for mind mapping tools that offer a limited number of free maps:

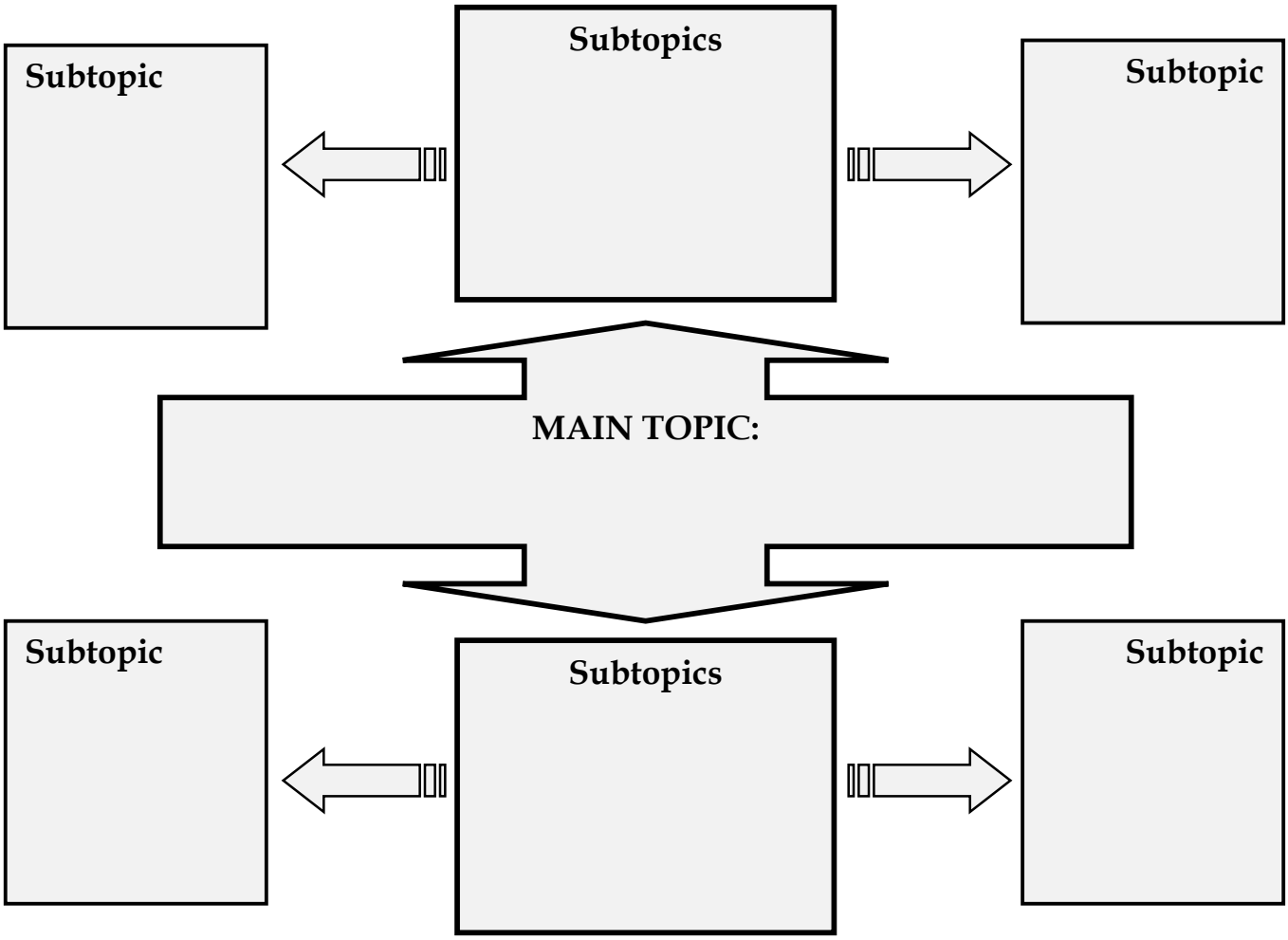
- http://www.mindmeister.com/
- http://www.mindomo.com/

Name_____ **Class**_____

Narrowing Down a Large Topic

HINT: Choose one subtopic

Perform *all* research necessary to understand that *one* subtopic



Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

Process for Selecting Search Engines

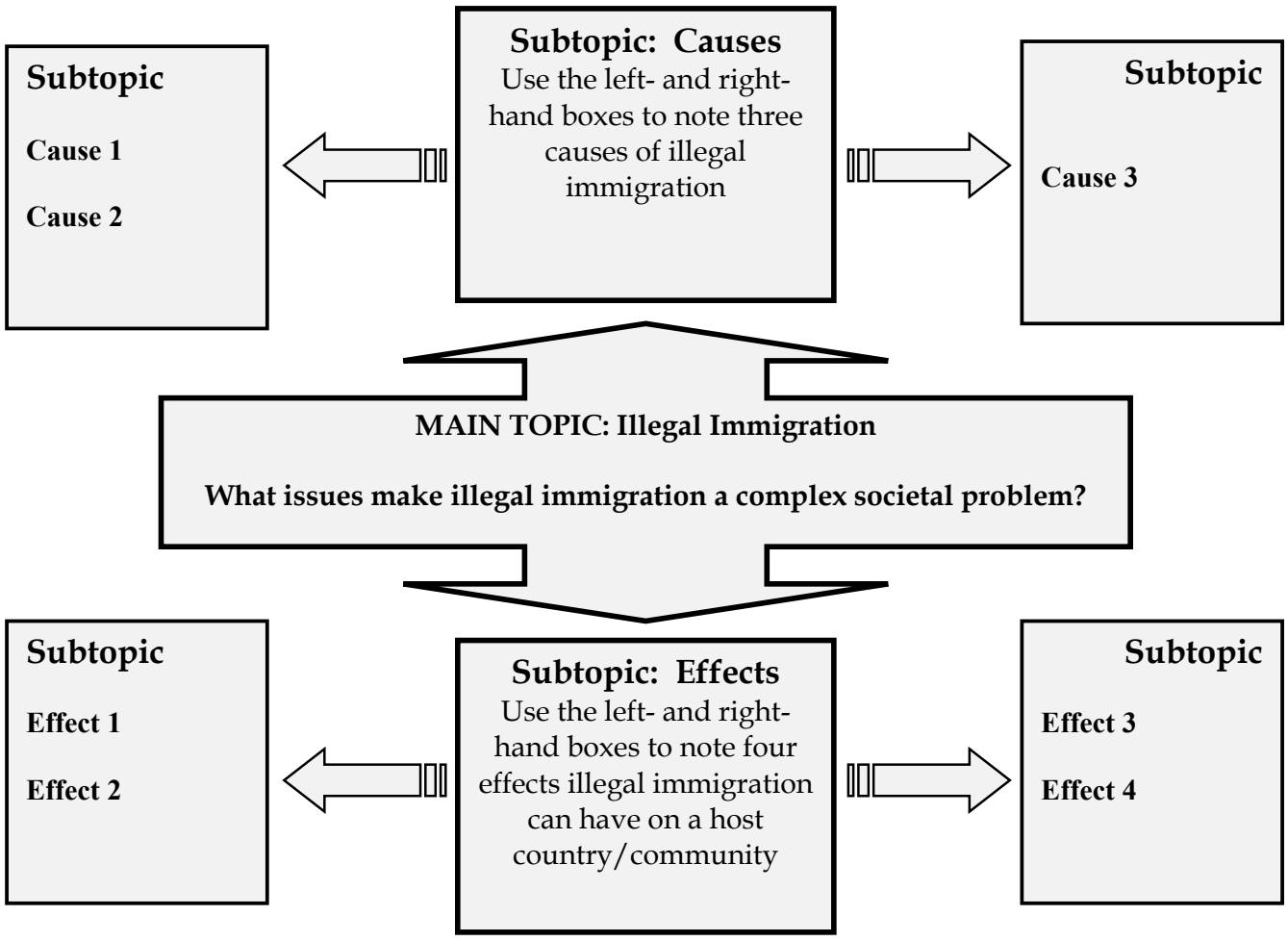
- Use any browser dialogue box.
- Type in the term "Search Engines" You will see that some results have notes that not only tell whether they are true search engines, but also the *type* of research for which they are best suited.

Name_____ **Class**_____

Narrowing Down a Large Topic - *Example*

HINT: Choose one subtopic

Perform *all* research necessary to understand that *one* subtopic



Process for Selecting a Topic

- Read all available information on the main topic. Why? When you read, you will learn about terms or words and subtopics (issues that are related to your main topic).
- Choose the subtopic that not only most interests you but also has ample information.
- During and after your reading, write down questions that were not completely answered by your studies and/or readings or questions that arise from interest in the topic.

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Name_____ Class_____

Connecting to a Manageable Topic

What is my topic now?

Personal Connection	**Background Information**	**Connection to Intriguing Idea**
☐ I have a personal connection to the topic	☐ I am going to interview family or friends about the event / topic; write from my own experience; take the point-of-view of someone who was affected by this event / topic	☐ I am going to use background information to get context about the topic and to find issues that I want to know more about
☐ This topic reminds me / is similar to another topic I enjoyed reading about / researching	☐ I will look in a book and / or encyclopedia to obtain background information on the topic to evaluate whether there is enough information, too much, or just the right amount to pursue research	☐ I will figure out my own point of view and look for sources that confront that point of view as well as sources that reinforce my perspective
Questions:	Questions:	Questions:

Narrowing to a Manageable Topic

What aspect of topic most interests me?	What is discussed in the background information that I want to learn more about?	What aspect of the topic will allow me to draw my own conclusions, form my own opinions based on the evidence, and apply ideas to new situations?

What is my new topic?

Name_____ Class_____

Developing Focus Questions at Different Levels of Thought

Topic:
Essential Question:

BLOOM'S TAXONOMY LEVEL OF THOUGHT	QUESTIONS
Remember: Recalling facts, terms, basic concepts and answers	
Understand: Understanding facts and ideas	
Apply: Applying acquired knowledge, facts, techniques and rules in a different way	
Analyze: Examining and breaking information into parts; making inferences	
Evaluate: Making judgments about information, validity of ideas or quality of work	
Create: Combining elements in a new pattern or proposing alternate solutions	

Name_____ Class_____

Refining Research Questions

Topic:

List 3-5 research questions for your topic:

-
-
-
-
-

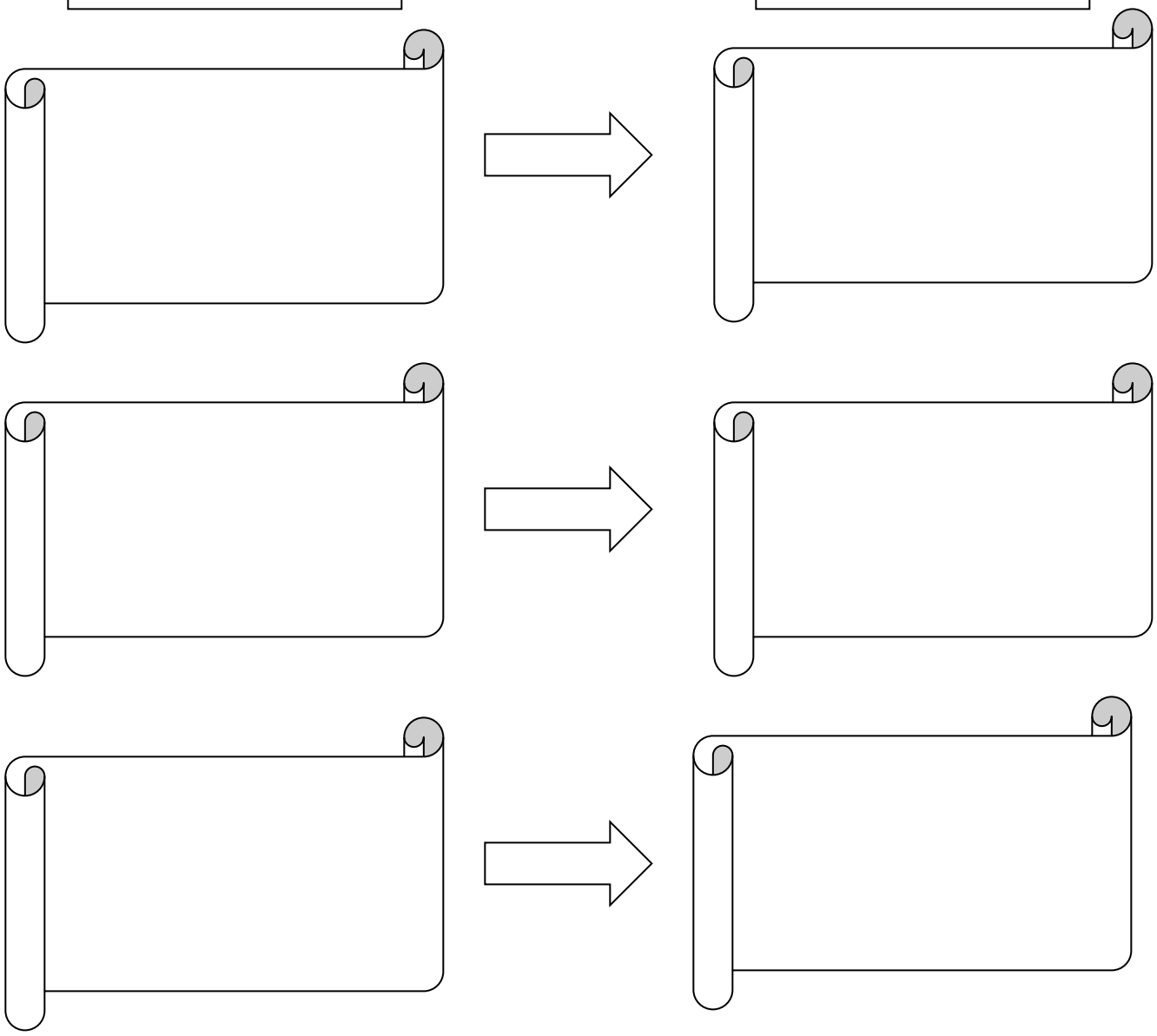
Use the checklist below to evaluate your range of questions. Do your questions as a group satisfy the following criteria?

CRITERIA FOR GOOD RESEARCH QUESTIONS:	**YES**	**NO**
Narrow and **specific** enough to be explored thoroughly for this assignment. *[ex: What was the role of the French Underground during World War II?]*		
Deep enough that you will need multiple sources to answer them. *[ex: What is the impact of cyberbullying on society?]*		
Complex enough that they require multiple points of view. *[ex: How do attitudes toward gun control influence public policy?]*		
Balanced between fact and interpretation – questions require factual evidence and yet offer the opportunity for interpreting the evidence, forming opinions, and drawing conclusions. *[ex: Why should we care about global warming?]*		
Structured around different levels of thought (not only who, what, when, where questions, but also how, why, what caused, and what if questions). *[What were the circumstances surrounding the Emancipation Proclamation? How did the Emancipation Proclamation affect the country and people of the time?]*		
Varied enough to elicit the richness of the topic. *[ex: Questions that ask causes, effects, recommendations, solutions, points of view]*		
Aligned with purpose of research (lead to historical context for historical topics; elicit accurate and specific facts for scientific topics). *[ex: How did attitudes toward women influence the role of women during the Civil War? What is the scientific evidence to support the idea of climate change?]*		

Name_____ Class_____

Investigating Ideas

Ideas/things that I want to know more about:	What exactly I want to know (<u>questions</u> that I have) :

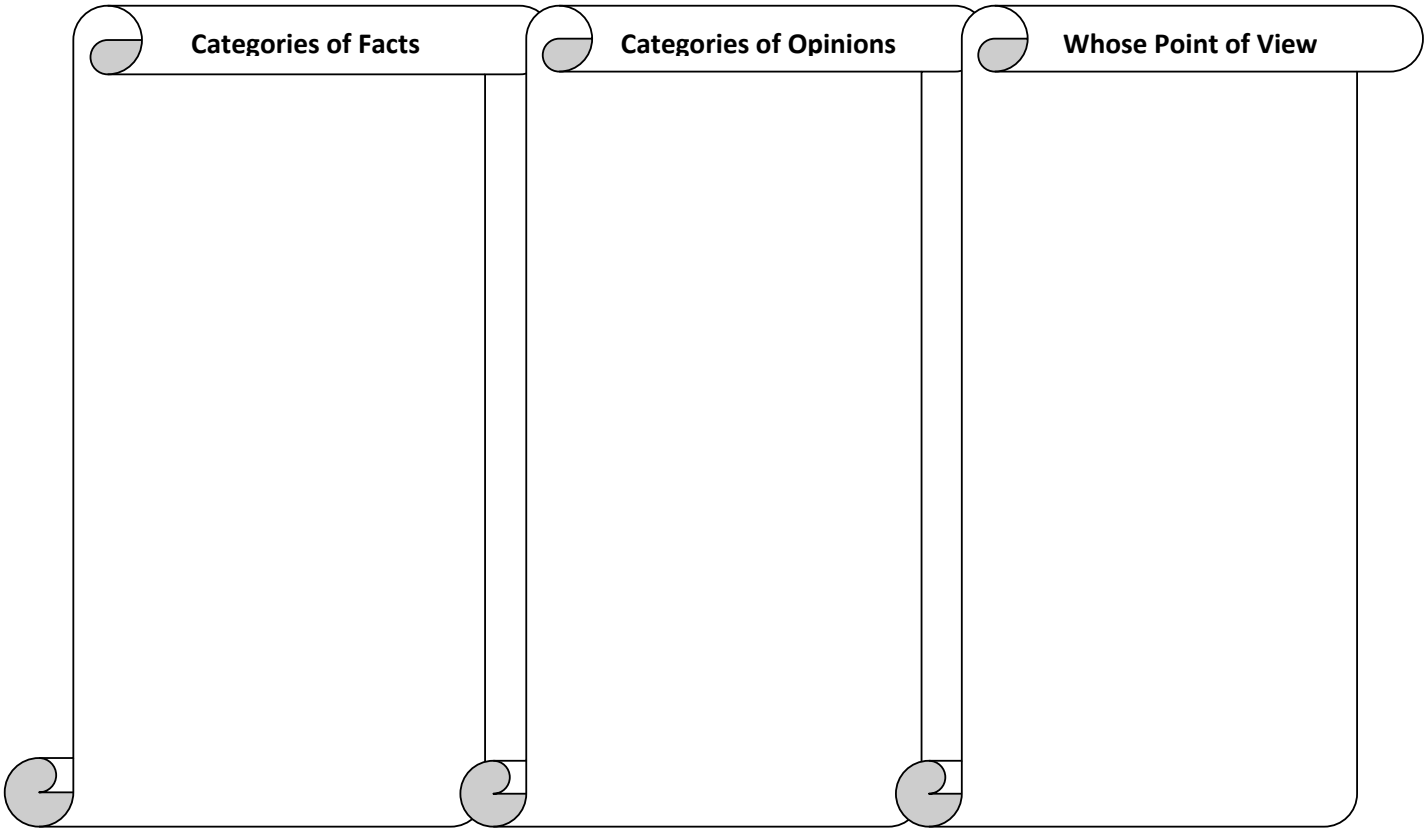


Name_____ Class_____

Gathering Evidence to Support Thesis

My thesis…

The Evidence I Need to Prove my Thesis



Name_____ Class_____

Gathering Evidence to Support Thesis -- *Example*

My thesis…

Motorcycles are more dangerous than cars; therefore, the minimum driving age for motorcycles should be 25.

The Evidence I Need to Prove my Thesis

Categories of Facts

Health:
Death rate – Cars
Death rate – Motorcycles

Legal:
Current laws – states
- Age
- Equipment
- Speed

Insurance

Economics
- Cost to society

Trends over time

Categories of Opinions

Psychological reasons for riding motorcycles

Cultural/social reasons for riding motorcycles

Economic reasons for riding motorcycles

Law enforcement

Whose Point of View

Motorcycle riders

Insurance companies

Hell's Angels

Motorcycle manufacturers

Automobile manufacturers

Doctors/Health providers

Teenagers/Young people

Name_____ Class_____

Using Organizational Features of a Book to Locate Information

Most nonfiction books contain organizational features that will help you locate information to answer your research questions quickly and effectively. Each feature has a specific purpose and, therefore, leads you to different types of information.

Analyze the organizational features of a nonfiction book on your topic by using the following guidelines. From this quick analysis, you should be able to determine the usefulness of the book for your research.

Name of Book: _____

Organizational Feature	**Information Located with this Feature**	**Usefulness of this Information for your Research**
Table of Contents		
Index		
Abstract/ Inside Cover		
Introduction or Foreword		
First and Last Chapter		
Chapter Titles, Headings, Subheadings		
Tables, Charts, Diagrams		
Illustrations, Graphics		

Name_____ Class_____

Advanced Web Searching

What is your research topic or question? _____
_____

What are the key words or phrases? _____ _____

Related Words? _____ _____ _____

Boolean: *This search strategy involves using more than one term to narrow or expand your result and combining the terms with Boolean operators (AND, OR, and NOT).*

AND: Limits Search
*Most of the time, you will want to limit your results to make them more manageable and of higher quality. By adding **AND** (or using **+** in some search engines) between terms, you are limiting your search to only those items described by all the terms you list. Some search engines (e.g., Google) use an implied AND, so it automatically searches for the combination of the words you enter in a string.*

Type in your key terms and write down the number of results. _____

Now, add other search terms to make your search more specific. (*e.g., Amazon rainforest destruction rate*). Write down the number of results. _____

What search string did you type in? _____

Why is there a difference? _____

OR: Expands Search
If you have a very specific keyword, you may not be getting enough results or the type of information that you want. Sometimes, it is better to increase the range of your results by adding OR between terms.

Type in your key terms and write down the number of results. _____

Now, type in **OR** and add another search term (*e.g., death penalty OR capital punishment).* Write down the number of results. _____

What did you type in? _____

Why is there a difference? _____

Exact Phrase
This type of searching involves putting quotation marks " " around a phrase or group or words so they will always be found next to each other .

Name_____ Class_____

Advanced Searching - Review

Advanced searching involves using more than one term to narrow or expand your results.

1. AND

Using **and** between terms (pollution **AND** air):

- ☐ Gives you more results
- ☐ Gives you fewer results
- ☐ Has no effect

Why?

_____

2. OR

Using **or** between terms (pollution **OR** smog):

- ☐ Gives you more results
- ☐ Gives you fewer results
- ☐ Has no effect

Why?

_____

3. EXACT PHRASE

What does putting quotations around your phrase/sentence do (**"economic crisis"**)?

- ☐ Your results must have those terms in them somewhere
- ☐ You will increase your results
- ☐ The terms need to be found together at all times in the same order

Why is this helpful? _____

4. NOT/Excluding terms

Why is using **not** between terms or a hyphen before a term to be excluded helpful to your search?

- ☐ It gives you more results
- ☐ It eliminates words that might interfere with your search
- ☐ It gives you results from higher-quality sources

YOUR TURN

What is your topic?

List the title of one good source you found.

_____

What did you type in to find the source (the exact string)?

Why did you structure your search in that way?

Name_____ Class_____

Source Comparison

SOURCE:	**SOURCE:**	**SOURCE:**
Viewpoint: *What is the perspective of the author or publisher?*	**Viewpoint:** *What is the perspective of the author or publisher?*	**Viewpoint:** *What is the perspective of the author or publisher?*
Authority: *Why can we believe this source?*	**Authority:** *Why can we believe this source?*	**Authority:** *Why can we believe this source?*
Currency: *How up-to-date is the source? Is that important for your topic?*	**Currency:** *How up-to-date is the source? Is that important for your topic?*	**Currency:** *How up-to-date is the source? Is that important for your topic?*
Reliability: *Can this source be relied upon to present high-quality information on all topics and every time?*	**Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?*	**Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?*
Comprehensiveness: *Will you be able to find the depth and complexity of information that you need to answer your questions?*	**Comprehensiveness:** *Will you be able to find the depth and complexity of information that you need to answer your questions?*	**Comprehensiveness:** *Will you be able to find the depth and complexity of information that you need to answer your questions?*

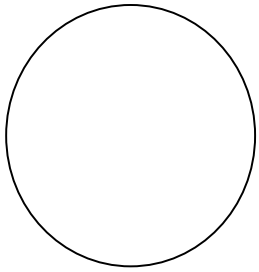
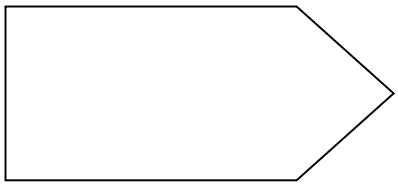
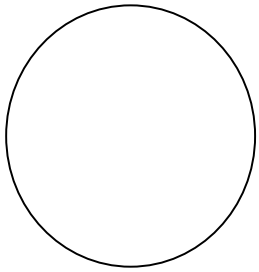
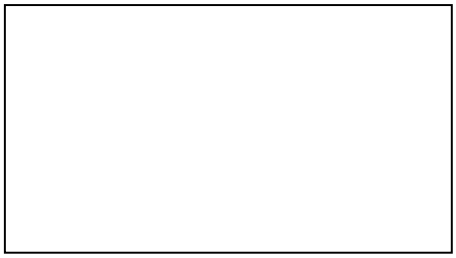
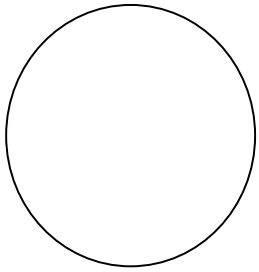
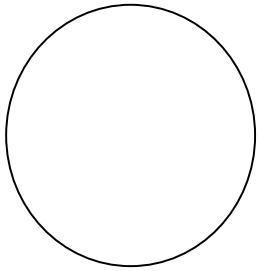
Name_____ Class_____

Evaluating Evidence Checklist

EVALUATION CRITERIA:	WHAT CLUES WILL HELP YOU DECIDE IF THIS EVIDENCE MEETS THE CRITERION?
Authority and Reliability: *Is the author an authority on **your specific** topic? Can you rely on this author/publisher to present high-quality information?*	
Relevance and Usefulness to Your Research: *Does this evidence answer your research questions or suggest additional avenues for research that you should be pursuing?*	
Currency: *How up-to-date is the source? Is that important for your topic?*	
Accuracy: *Is the factual information accurate and are any opinions supported by credible evidence?*	
Comprehensiveness: *Does this evidence add depth, valuable additional information, or corroboration for your research?*	
Point of View: *What is the point of view of the author/creator? How has that point of view influenced the credibility of the information or the type of information included? What information has been left out that might be offered by an author with a different point of view?*	

Name_____ Class_____

Points of View / Perspectives / Actions

Point of View of: (Role; Inside or Outside View)	Perspective: (Attitudes, Beliefs about Issue)	Actions:
		
		
		
		

Name_____ Class_____

Evaluating Digital Evidence

Extra diligence must be applied when evaluating digital evidence, because any individual or organization can post information online and it may be difficult to tell the difference between fact-based information posted by credible authors and opinion- or ego-based information posted by individuals.

EVALUATION CRITERIA:	**WHAT CLUES WILL HELP YOU DECIDE IF THIS EVIDENCE IS CREDIBLE AND MEETS THE CRITERIA?**
Authority and Reliability: *Is the author an authority on **your specific** topic? Can you rely on this author/publisher to present high-quality information?*	
Accuracy and Credibility: *Is the factual information accurate and are any opinions supported by credible evidence? Is this an opinion piece like a blog, personal video, personal rant?*	
Comprehensiveness: *Does this evidence add depth, valuable additional information, or corroboration for your research? Does the site provide links to other sites with information that can be trusted?*	
Currency: *Is the information up-to-date? How can you be sure that the information has been vetted and is not viral misinformation that is circulating rapidly?*	
Point of View and Bias: *What is the point of view of the author/creator? Is that point of view biased and based more on emotion and persuasion than on logical evidence and argument? How has that point of view influenced the credibility of the information or the type of information included? What information has been left out that might be offered by an author with a different point of view?*	

Name_____ Class_____

Impact of Point of View, Perspective, and Purpose on Information

Source:

Point of View: *From what point of view was the information written or created (e.g., role of author/creator; participant, observer, or detached reporter/researcher)?*

Perspective: *What is the attitude or perspective of the author toward the topic? Is the perspective biased?*

Purpose: *Why was this information created and shared? What was the author/creator's purpose?*

How did the point of view, perspective, and/or purpose affect the information provided in the source? How will you counter or balance that effect as you continue to conduct your research?

Name_____ Class_____

Questioning and Challenging the Text

As you are taking notes, you can make sense of the information by questioning and challenging the text.

What does it say?	**What does it mean?**	**How will I use this information?**
• *Who is providing the information? Can I trust this author?* • *Is this information relevant, accurate, and credible?* • *Is this information important for understanding the issue?* • *What is confusing or incomplete about this information?*	• *What inferences can I make about the implicit or deeper meaning of the information?* • *Does this information corroborate or conflict with what I have read in other sources?* • *Does this information support my thesis or hypothesis?*	• *Can I use this information to provide an alternative perspective or a counterpoint to other information I have gathered?* • *Can I use this information to provide an overall summary of the issue, to lay out critical main ideas, to offer specific details and examples, or to offer evidence-based opinions to support the facts I have found?*

Source:

Name_____ Class_____

Learning Logs for Reflective Notetaking

Notes	Reactions
Learning logs can be used any time you are responsible for writing down information (from library sources, interviews, lecture notes). Write notes in your own words in the left column and react to those notes in the right column. The purpose of a learning log is to help you learn to challenge ideas in the text and interact mentally and emotionally with your notes. You will learn more while you are taking notes by confronting and questioning the ideas that you read or hear.	Reactions can include: • **Personal comments** or feelings about the information *(I think companies that dump toxic waste should be heavily fined)*; • **Challenges to the text** *(This seems to be heavily biased toward the perspective of the industrial companies)*; • **Questions of the text** *(Why doesn't the author provide believable evidence to back up his opinions);* • **Questions for further research** *(What are the laws on toxic-waste dumping?)*; • **Notes about organization** *(Use this in intro)*; • **Connections to previous knowledge** *(Toxic-waste dumping is worse than oil spills because it's intentional)*.

Question:	
Notes	**Reactions**

Name_____ Class_____

Reflective Notetaking

Question:		
Source/Pg	**Notes in Own Words – Answers to Question**	**Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)**

Name_____ Class_____

Notetaking to Answer Questions

Topic:	Key Question:	Key Question:	Key Question:
Resource:	Evidence:	Evidence:	Evidence:
Evaluation of Evidence:			

Name_____ Class_____

Notetaking Grid

Topic: _____

	Resource (Website)	Information	Vocabulary – Key Words	Paraphrase
Key Question:				
Key Question:				

Name_____ Class_____

Notes on Main Ideas and Supporting Evidence

Key Question/Topic *Write down your topic sentence and/or question you are attempting to find information to answer/prove*	**Citation Information for Source** *Write down the information you will need to write a bibliographic citation for your source* *(www.citationmachine.net)*	**Main Idea of Source** *What is the main idea from your source? How does it relate to your key question/topic?*	**Supporting Evidence/Details** *What evidence is offered to back up the main ideas?*	**Notes for Followup in Other Sources** *What questions are raised or left unanswered? What conflicts in supporting evidence did you find?*

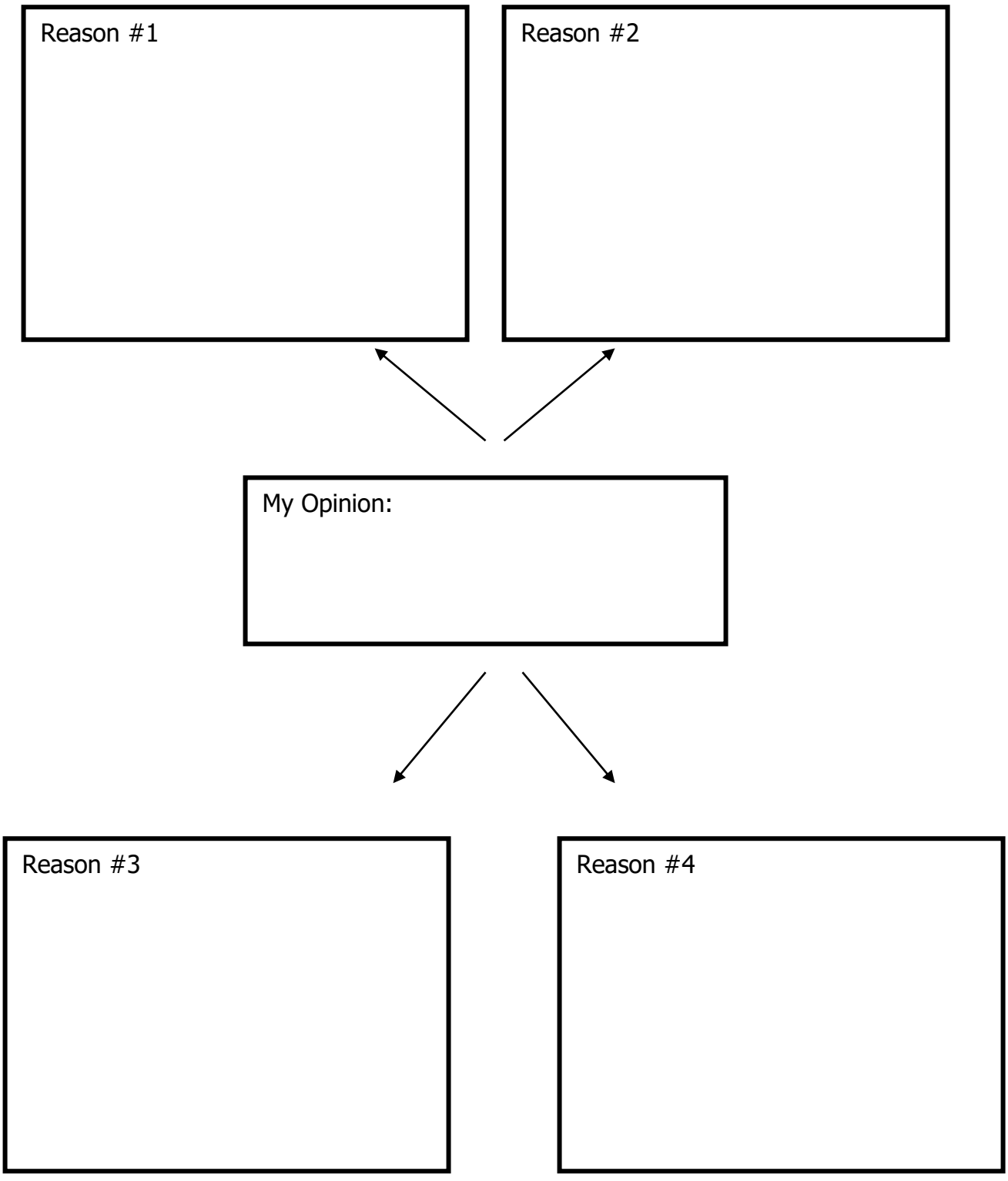
Name_____ Class_____

Notes on Main Ideas and Supporting Evidence - *Example*

Key Question/Topic *Write down your topic sentence and/or question you are attempting to find information to answer/prove*	**Citation Information for Source** *Write down the information you will need to write a bibliographic citation for your source* *(www.citationmachine.net)*	**Main Idea of Source** *What is the main idea from your source? How does it relate to your key question/topic?*	**Supporting Evidence/Details** *What evidence is offered to back up the main ideas?*	**Notes for Followup in Other Sources** *What questions are raised or left unanswered? What conflicts in supporting evidence did you find?*
Global Warming *Why do some people still believe the prevailing view of global warming is a myth?*	"Global warming labeled a 'scam'; Documentary blames the sun.(PAGE ONE)." The Washington Times (March 6, 2007): A01. Junior Edition. Gale. NYC CSD #79 Legacy HS for Integrated. 14 Nov. 2007 <http://find.galegroup.com/itx/start.do?prodId=STOJ>. **Gale Document Number:**CJ160176039	With a packet of claims that are almost certain to defy conventional wisdom, a television documentary to be aired in Britain this week condemns man-made **global warming** as a **myth** that has become "the biggest scam of modern times." The program titled "The Great **Global Warming** Scandal" and set for screening by TV Channel 4 on Thursday dismisses claims that high levels of greenhouse gases generated by human activity causes climate change. Instead, the program suggests that the sun itself is the real culprit. *It relates to my topic because major new sources are still reporting on the idea that global warming is a myth*	Channel 4 says that the program features "an impressive roll-call of experts," including nine professors, who are experts in climatology, oceanography, meteorology, biogeography and paleoclimatology. Scientists in the Channel 4 documentary cite what they claim is another discrepancy involving conventional research, saying that most of the recent **global warming** occurred before 1940, after which temperatures around the world fell for four decades. It also questions an assertion by the U.N. Intergovernmental Panel on Climate Change's report that it was backed by some 2,500 of the world's leading scientists.	A documentary that aired on TV in Britain claims that global warming is a "scam" and is really caused by the sun. The program claims to have evidence from renowned scientists who refute the prevailing idea that greenhouse gases are the main culprit in global warming. They point to the world getting colder after 1940 when industrialization took off and to the fact that some of the scientists the UN claims support global warming do not.

Name_____ Class_____

CONCEPT MAP

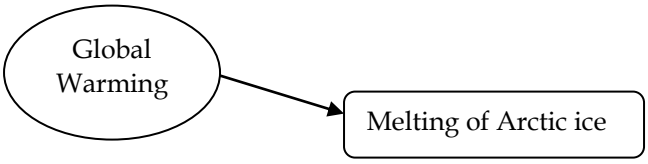


Name_____ Class_____

Concept Maps for Organizing Thinking

A concept map is a visual representation of main ideas and relationships among those ideas. Concept mapping is a thinking strategy for finding patterns in the information you have gathered during your research and organizing your conclusions for presentation and sharing.

The concept map often looks like a spider web, with nodes of main ideas connected by arrows, lines, or symbols to show how the main ideas are related. For example, if you have found that global warming is causing the melting of Arctic ice, then a portion of your concept map might look like this:



How to Create a Concept Map:

1. Focus
   - Identify the main concept of your research topic or question.

2. Select
   - Select the key ideas that you discovered through your research.

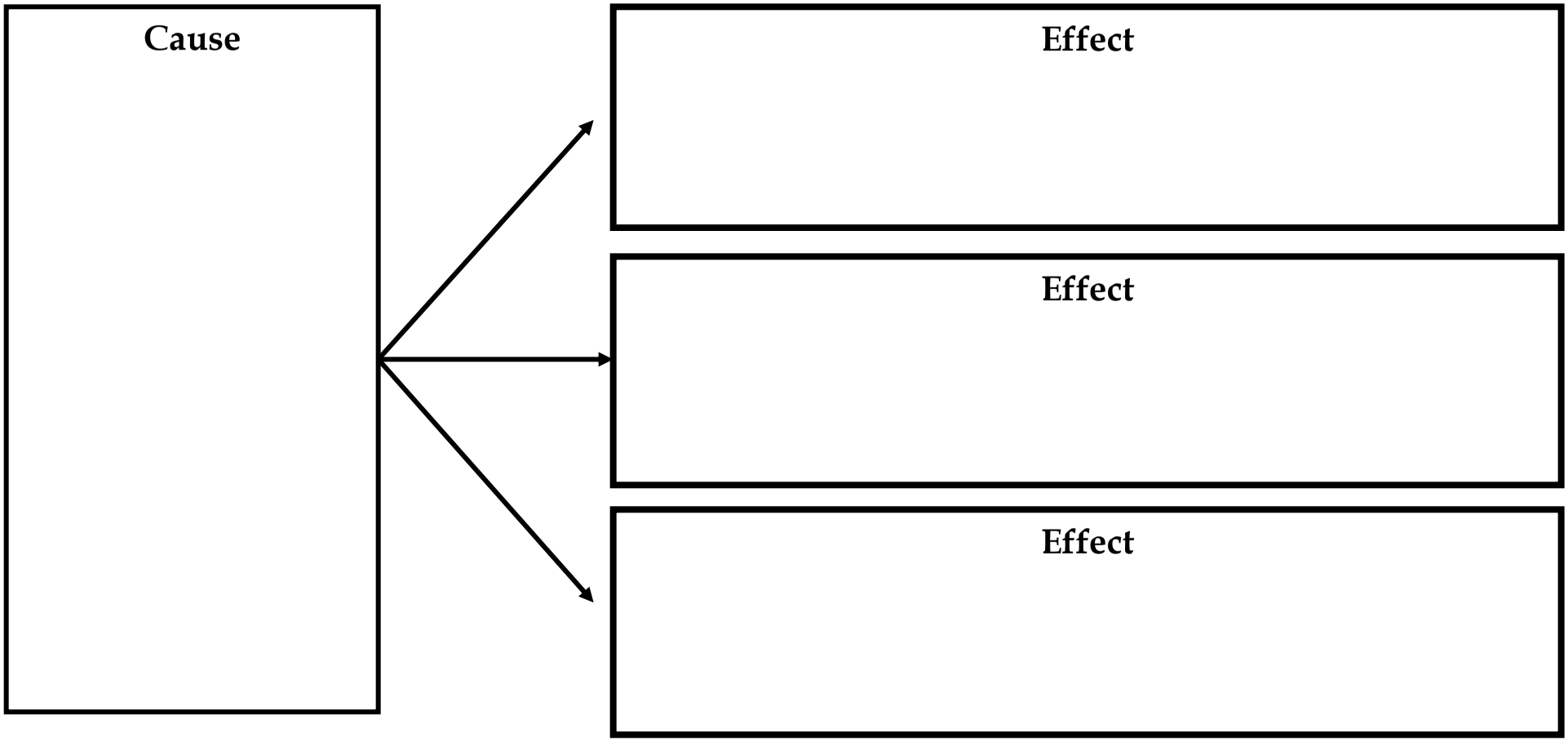
3. Categorize and Cluster
   - Categorize the key ideas and group the categories that are related into larger ideas, or clusters. *[Ex: melting of Arctic ice, flooding, drought – clustered under Effects of Global Warming]*

4. Organize by Pattern / Draw Conclusions
   - Look for patterns that will show the relationships between your clusters of ideas. This is the most creative and thoughtful phase of your research because you will be able to draw conclusions based on the patterns you see. For example, does it make the most sense to organize the clusters in a chronological sequence? In a cause and effect pattern? In order of importance?

5. Arrange in a visual display
   - Place the main concept in a prominent place so that the supporting ideas can be connected to it (center, left side).
   - Arrange the clusters of ideas according to the pattern you have selected in order to show your conclusions (for example, a chronological sequence may be laid out left-to-right).
   - Connect the clusters with lines and arrows (and perhaps words) that show how the ideas are related.
   - Fill out the concept map with your supporting ideas/evidence.

Name_____ Class_____

Cause-Effect Chart



Name_____ Class_____

Organizing Information - Rubric

	4	**3**	**2**	**1**
Graphic organizer/Structure	Chosen structure clearly displays the main ideas and supporting evidence and firmly supports the thesis	Chosen structure displays the main ideas but lacks supporting evidence; the ideas do not prove the thesis	Chosen structure does not differentiate between main and supporting ideas and does not offer clear support for the thesis	Unclear why structure was chosen; no structure selected
Relationships among ideas	Relationships among topic ideas are clear and evident	Relationships among ideas are somewhat clear and evident	Relationships among ideas are often unclear and rarely evident	Relationships among ideas are not clear or evident
Discovered patterns among topic ideas	Patterns/trends among topic ideas are stated and apparent (e.g., cause and effect, order of importance)	One or two patterns/trends among topic ideas are stated and apparent	Patterns/trends among topic ideas are not visibly stated and apparent	No evidence of patterns/trends among topic ideas is found

Name_____ Class_____

DRAWING CONCLUSIONS FROM LOOKING AT MULTIPLE PERSPECTIVES

Question or Issue:

_____

INTERPRETATION FROM PERSPECTIVE OF _____

Facts Added from this Perspective (Source, Page)

Opinions (Source, Page)

INTERPRETATION FROM PERSPECTIVE OF _____

Facts Added from this Perspective (Source, Page)

Opinions (Source, Page)

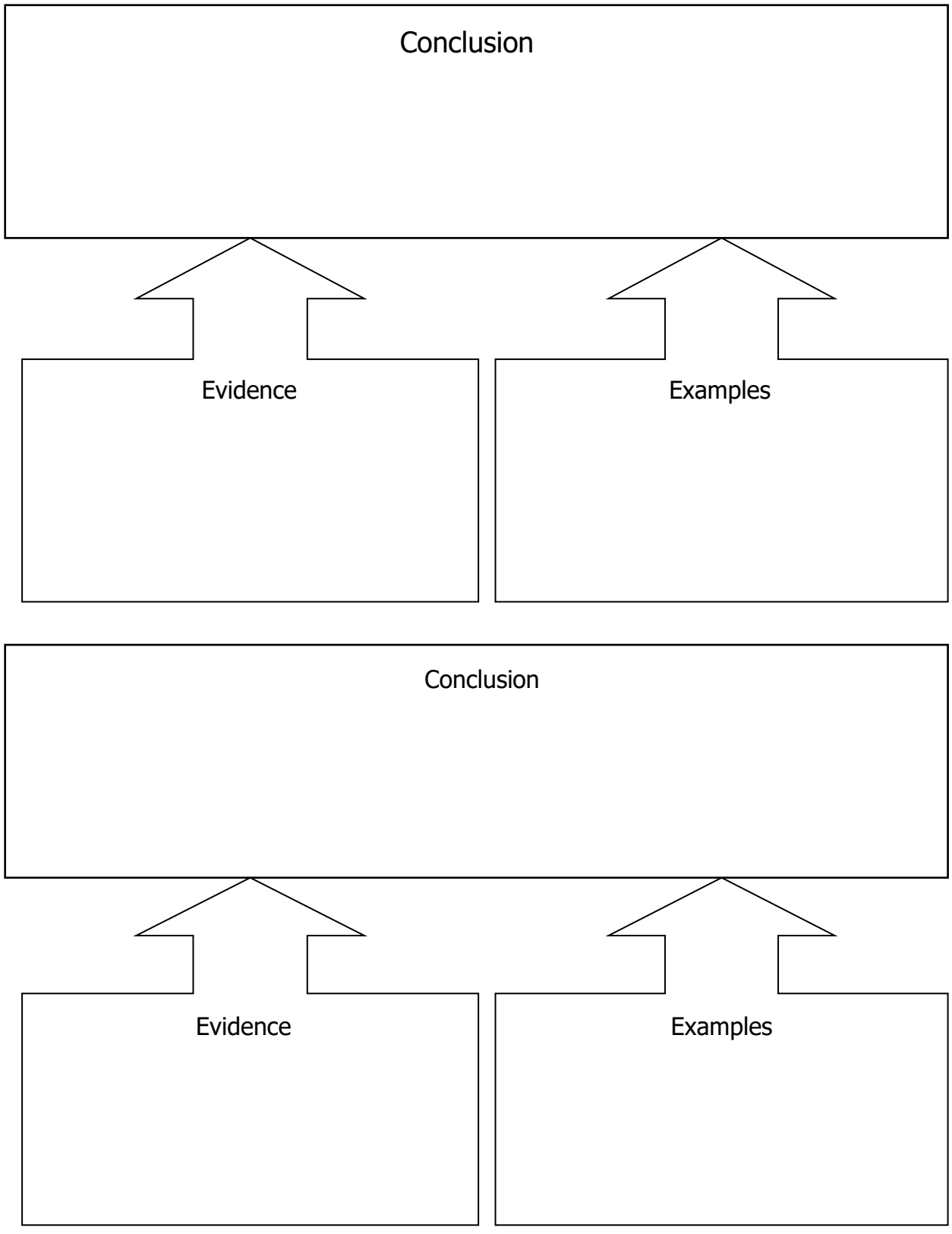
UNDISPUTED FACTS (Source, Page)

_____

YOUR INTERPRETATION AND CONCLUSIONS

Name_____ Class_____

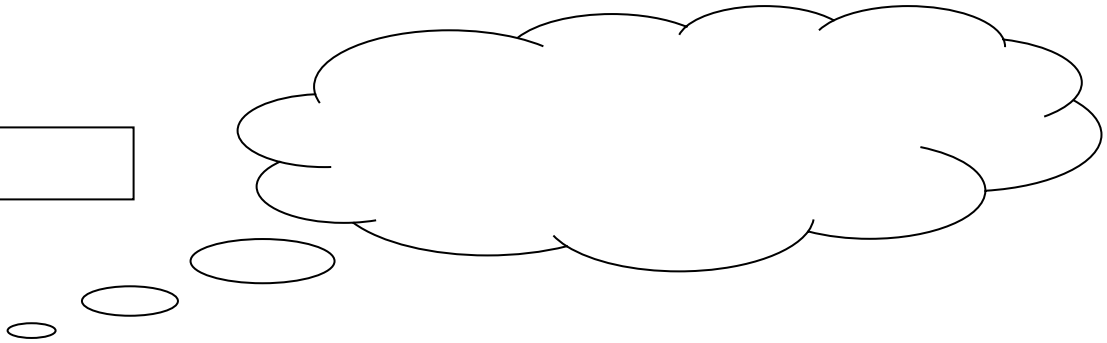
Drawing Conclusions Supported by Evidence



Name_____ Class_____

Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting:*	**Evidence that this audience will find *important:***	**Evidence that is *vital* to convince this audience to accept my idea:**

The format and length that will be most effective for this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):

Name_____ Class_____

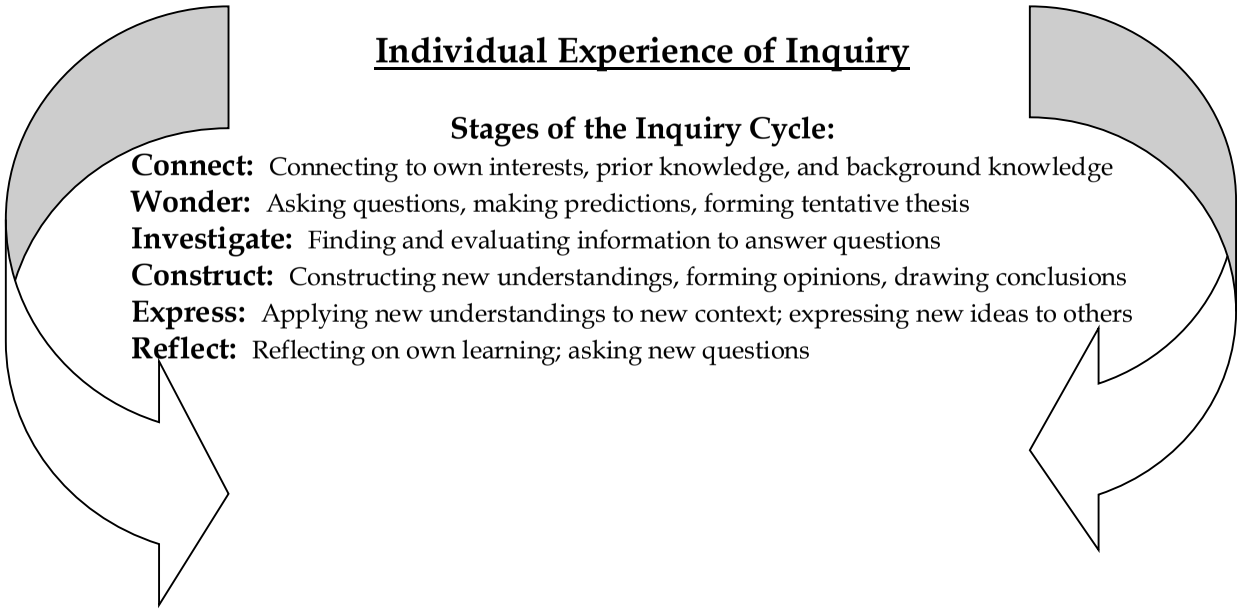
Bibliography Worksheet

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, www.easybib.com; www.bibme.org; or www.workscited4u.com).

Book (one author)	
Author's Last Name, First Name	
Title of Book	
City of Publication	
Publisher	
Copyright Year	
Magazine Article	
Author's Last Name, First Name	
Title of Article	
Name of Magazine	
Volume and Issue of Magazine	
Date of Magazine	
Page Numbers	
URL (if online)	
Retrieval Date (if online)	
Encyclopedia Article	
Author's Last Name, First Name	
Title of Article	
Name of Encyclopedia	
Editor of Encyclopedia (if available)	
Volume, Pages	
City of Publication	
Publisher	
Copyright Year	
Website	
Author's Last Name, First Name	
Title of Web page	
Title of Website (if different)	
Publisher of Website	
URL	
Last Updated Date	
Retrieval Date	

Name_____ Class_____

Individual Experience of Inquiry



Stages of the Inquiry Cycle:

Connect: Connecting to own interests, prior knowledge, and background knowledge
Wonder: Asking questions, making predictions, forming tentative thesis
Investigate: Finding and evaluating information to answer questions
Construct: Constructing new understandings, forming opinions, drawing conclusions
Express: Applying new understandings to new context; expressing new ideas to others
Reflect: Reflecting on own learning; asking new questions

Hardest Part of Inquiry – Why?	Best Part of Inquiry – Why?	Skills Learned / Insights Experienced

Name_____ Class_____

Design Process Log

Phases of Design Process	Log of Your Actions and Decisions
Problem or Issue:	
Hypothesis (what you expect the outcome to be if you take action)	
Brainstormed solutions or models	
Evaluation of possible solutions/models and selection of most promising one	
Selection of resources and technology needed for testing solution/model	
Testing of solution/model with description of results	
Analysis of results / Changes or revisions to be made	
Analysis of results of revised solution/model	
Determination of validity of hypothesis, conclusion, and description of final solution/model	

Name_____ Class_____

Gathering Information Through Analysis of Visuals

Visual:

Explicit Information in Visual	**Analysis of Implicit Meaning Conveyed by Visual Elements** (e.g., focus, point of view, color, labels and titles, arrangement of elements, inset boxes, graphics or symbols)	**Takeaways – Main Ideas and Details (noting the explicit or implicit evidence for each)**

Name_____ Class_____

Evaluating the Truth and Misinformation in Media

False, misleading, and heavily biased information often gets communicated and dispersed through search engines and social media.

You can apply several evaluation checks to web-based information in order to avoid being taken in by misinformation.

Using the example of the **Anti-Vaccination Movement**, conduct a web-based search and a social media search to find two sources. Evaluate the source creators and the information published by them.

Evaluation Criteria	Source 1 (Search Engine): _____	Source 2 (Social Media): _____
Who is the author or creator and what may be his/her/its motivation (e.g., profit, influence, notoriety)? Why do you think that's the driving motivation?		
Is the information believable? What evidence is given for any facts presented? How credible is that evidence? Is any evidence offered for an alternative viewpoint?		
How much is the information framed by an emotional or values-based appeal or by loaded language rather than by rational logic or research?		
How widespread has been the dispersal of this information (e.g., number of views and likes)? What individual or organization is trying to counter this spread?		
What is your judgment about the truthfulness and authority of each source?		

Name_____ Class_____

Historical Perspective Taking / Empathy

Decision / Action:

DECISION OR ACTION	OPPOSING PERSPECTIVE
Who made the decision/action?	Who was against this decision/action?
Why was the decision/action made (cite the evidence)?	Why was this decision/action opposed (cite the evidence)?
What were the consequences of the decision/action? Short-term: Long-term:	
Now that you can look back with hindsight, what do you think about the decision/action?	

Name_____ Class_____

Netiquette

Netiquette Behavior	What You Do to Demonstrate this Behavior
Respect others	
Respect yourself and your right to privacy	
Use appropriate language	
Use appropriate images	
Use appropriate emoticons, fonts, symbols	
Send or forward only appropriate messages	
Create a safe screen name	
Recognize and challenge cyberbullying	
Challenge the spread of misinformation	

Name_____ Class_____

Participating in Social Media Platforms

Select a social media platform (that you do not currently use) that you would like to investigate: _____

Analyze the platform by looking at the following elements:

1. What is the content of this platform? What demographic does it seem to be designed for? What demographic actually uses this platform?

2. What benefits do you expect to receive by participating in this platform?

3. How do you join or access the platform (e.g., What are the "rules" of engagement)?

4. What are the "rules" of communication on this platform? How do you maintain your privacy while participating fully?

5. How do you become a part of this social media platform "community" (e.g., how do you find people to friend or follow or what groups to join)?

Standard 1: Inquiry and Design Thinking

Assessment	Indicators/Skills
1.1 Connect	
11-12.1: Exploring Background Information to Refine Research Topic *11-12.2: Gathering Context about your Research Topic*	• Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources
11-12.3: Selecting Complex Research Problems or Questions	• Explores problems or questions for which there are multiple answers or no "best" answer
1.1 Wonder	
11-12.4: Refining Research Questions	• Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives
1.1 Investigate – Organization	
1.1 Investigate – Sources	
11-12.5: Using Search Engines Effectively	• Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions
11-12.6: Finding Information from Alternative Perspectives	• Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives
11-12.7: Primary and Secondary Source Comparison	• Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Investigate – Evidence	
11-12.8: Comparing Information in Diverse Sources	• Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives
11-12.9: Analyzing the Impact of Bias on Information	• Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias
11-12.10: Evaluating the Truth and Misinformation in Media *11-12.11: Evaluating Evidence Checklist* *11.12.12: Points of View/Perspectives/ Actions* *11-12.13: Evaluating Digital Evidence* *11-12.14: Impact of Point of View, Perspective, and Purpose on Information* Evaluation of Sources in Bibliography and Citations in Final Product	• Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)
1.1 Investigate – Making Sense of Information and Notetaking	
11-12. 15: Questioning and Challenging the Text	• Challenges ideas in text and makes notes of questions to pursue in additional sources
11-12.16 Reflective Notetaking	• Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product
1.1 Construct	
11-12.17: Developing a Line of Argument	• Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence
11-12.18 Concept Maps for Organizing Thinking	• Builds a conceptual framework by synthesizing ideas gathered from multiple sources
11-12.19: Supporting an Opinion, Perspective, Claim	• Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning

Standard 1: Inquiry and Design Thinking *(con't)*

Assessment	Indicators/Skills
1.1 Express	
Evaluation and Feedback on Draft Presentation or Product	• Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence
REACTS *11-12.20: Communicating Ideas to an Audience* Evaluation of Final Product	• Publishes final product for an authentic audience and real-world application
11-12.21: Self-Assessment During Inquiry Process *11-12.22: Using Feedback to Revise My Work*	• Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary
1.1 Reflect	
11-12.23: Self-Assessment	• Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future
1.2 Design Thinking	
Observation	• Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)
11-12.24: Design Process Log Evaluation of Final Product	• Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact

Standard 2: Multiple Literacies

Assessment	Indicators/Skills
2.1 Response to Literature	
Observation Book Checkout	• Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)
2.1 Visual Literacy	
11-12.25: Evaluation and Interpretation of Visuals	• Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality
2.1 Media Literacy	
11-12.26: Using Social Media Responsibly	• Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others
2.2 Multiple Literacy Presentation	
11-12.27: Revision of Multiple Literacy Presentations	• Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth
11-12.28: Effective Presentations	• Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an "expert" or "professional" stance

Standard 3: Social and Civic Responsibility

Assessment	Indicators/Skills
3.1 Learning from Diverse and Credible Points of View	
11-12. 29: Evaluating Different Types of Media	• Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)
3.1 Civic Reasoning	
Observation Class Discussion	• Demonstrates tolerance for different viewpoints
3.2 Collaboration	
Observation Evaluation of Final Product	• Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences

Standard 3: Social and Civic Responsibility *(con't)*

Assessment	Indicators/Skills
3.3 Intellectual Property Rights	
Evaluation of Final Product	• Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary
3.3 Safe and Ethical Use of Technology	
11-12.30: Unethical Uses of Information Technology	• Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks

Standard 4: Personal Growth and Agency

Assessment	Indicators/Skills
4.1 Personal Exploration and Independent Reading and Learning	
Book Checkout Observation	• Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career
Observation Book Checkout Conversation	• Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training
4.1 Social and Emotional Growth	
Conversation	• Develops a growth mindset [self-management]
Observation	• Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]
4.2 Self-Identity and Confidence	
Observation Class Discussion	• Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information
4.2 Commitment to Act	
Observation	• Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well

Name_____ Class_____

Exploring Background Information to Refine Research Topic

By reading background information, you will be able to learn enough about your topic to figure out what is most interesting for you to research. Not all sources offer general background, summary information.

To select a source that provides general background knowledge and evaluate its usefulness, use the following checklist:

Source Information:		
Criteria	**Clues**	**Your Evaluation**
Overview, summary information	• Focused on big idea, not specific examples • General encyclopedia article • Summary statements	
Attention to many aspects of topic	• Table of contents • Headings • Navigation bar	
Accurate, credible, up-to-date information	• Author or publisher has authority and can be believed • Copyright date is current enough for the topic • Information seems to match what is previously known and evidence supports its accuracy	

What prior knowledge does this source confirm? What new ideas were learned?

Main ideas I knew before that were confirmed:
New ideas I discovered:

What did you discover that interests you to pursue through further inquiry?

Name_____ Class_____

Gathering Context About Your Research Topic

To prepare for conducting an in-depth investigation and developing credible interpretations and conclusions, you must understand the **context** of your topic. By gathering overview information about the **time, place, key people, issues, and challenges** surrounding your topic, you will be able to understand why your topic has the characteristics that it does. For example, if you want to be able to interpret the Civil Rights Act of 1964, you must have a general understanding of the social and political context of the early 1960's.

Context can be gathered through secondary sources that provide background information or through primary sources that provide specific, insider glimpses into the situation. You may use the following checklist to determine if selected primary and secondary sources will be valuable for gathering context on your topic:

		Primary Source Information:	**Secondary Source Information:**
Criteria	**Clues**	**Evaluation of Usefulness for Gathering Context about your Topic**	**Evaluation of Usefulness for Gathering Context about your Topic**
Time	• Copyright or creation date • Dates in text • Chronological organization • Timeline chart		
Place	• Places named, pictured, or described • Place of publication		
Key People and Organizations	• Names of people and organizations in text • Role of author or creator		
Issues and Challenges Surrounding your Topic	• Table of Contents or Menu • Captions, headings • Abstract or summary • Points of View (insider, outsider) • Opinions, emotional content		

Name_____ Class_____

Selecting Complex Research Problems or Questions

Use the following process to identify a problem or question within a broad topic that:

- Has multiple answers, or
- Has no clear "right" answer.

PROCESS FOR SELECTING A COMPLEX PROBLEM OR QUESTION TO RESEARCH

PROCESS	YOUR RESEARCH PROBLEM/QUESTION
1. What is your **broad topic area**? *[Ex: 1920's]*	
2. Read background information to gain an overall understanding of your broad topic and **identify aspects that are controversial or complex** enough to merit different perspectives. *[Prohibition, Economic Overextension, Organized Crime, Role of Women]*	
3. Pick one controversial aspect that interests you. **Identify the different perspectives** on that issue. For each, list who holds the perspective and what that point of view is. *[Prohibition. Law enforcement – maintaining a civil society; Temperance movement – save families; Organized crime – profit; Common citizens – Rights vs. Family values]*	
4. **Predict the availability of information** on all the perspectives you listed. Will you be able to find credible, authoritative information for each perspective?	
5. Look carefully at the controversial issue you have identified. If it still seems to be a viable topic for research, then **identify the underlying problem or question** that you will address. *[How did the intended and unintended consequences of Prohibition affect society in the 1920's?]*	

Name_____ Class_____

Refining Research Questions

Topic:

List 3-5 research questions for your topic:

-
-
-
-
-

Use the checklist below to evaluate your range of questions. Do your questions as a group satisfy the following criteria?

CRITERIA FOR GOOD RESEARCH QUESTIONS:	YES	NO
Narrow and **specific** enough to be explored thoroughly for this assignment. *[ex: What was the role of the French Underground during World War II?]*		
Deep enough that you will need multiple and diverse sources to answer them. *[ex: What is the impact of cyberbullying on society?]*		
Complex enough that they require multiple points of view and your own thinking and interpretation. *[ex: How do attitudes toward gun control influence public policy?]*		
Balanced between fact and interpretation – questions require factual evidence and yet offer the opportunity for interpreting the evidence, forming opinions, and drawing conclusions. *[ex: Why should we care about global warming?]*		
Structured around different levels of thought (not only who, what, when, where questions, but also how, why, what caused, and what if questions). *[What were the circumstances surrounding the Emancipation Proclamation? How did the Emancipation Proclamation affect the country and people of the time?]*		
Varied enough to elicit the richness of the topic. *[ex: Questions that ask causes, effects, recommendations, solutions, points of view]*		
Aligned with purpose of research (lead to historical context for historical topics; elicit accurate and specific facts for scientific topics). *[ex: How did attitudes toward women influence the role of women during the Civil War? What is the scientific evidence to support the idea of climate change?]*		

Name_____ Class_____

Using Search Engines Effectively

By understanding the algorithms and organizational features of search engines, you will be able to construct queries and evaluate search results to find the websites with high-quality, relevant information for your research.

Algorithms work by 1) analyzing your query for key words (including key words like "how to," "buy," and "images") and 2) finding matching pages. The algorithm finds matching pages by assessing many factors, including:

- *relevance of title and content*
- *type of content (e.g., images)*
- *quality of content; quality of website*
- *popularity (how many other websites link to this one)*

Construct a query that you think will be most effective for your research:

_____

Once you have conducted a search and received a list of results, your responsibility is to analyze and evaluate the results:

- *Decide if the website publisher has a reputation for authority (e.g., NASA)*
- *Identify ranking and quantity of sponsored content and ads*
- *Analyze the beginning text*
- *Assess the URL*

Try your query in two of the most popular search engines, evaluate the **top 10 results** of each, and **select the three sites that will offer the highest quality information for your research and explain why**:

Use the clues available in the listed results:

1. Reputable/known author or publisher;
2. Website that is not sponsored content or an ad;
3. Relevance and quality of information revealed in beginning text;
4. URL

Google (www.google.com)	**Bing (www.bing.com)**
1. *Why:* 2. *Why:* 3. *Why:*	1. *Why:* 2. *Why:* 3. *Why:*

Name_____ Class_____

Finding Information From Alternative Perspectives

Topic:

Overview of One Perspective:

Overview of Alternative Perspective:

Strategy	**Results for Perspective 1**	**Results for Perspective 2**
Browsing the shelves for related books with different perspectives		
People and organizations with opposing views		
Links to related articles		
Key ideas and terms to search for alternative perspectives		

Name_____ Class_____

Primary and Secondary Source Comparison

PRIMARY SOURCE:	**SECONDARY SOURCE:**
Point of View: *What is the point of view (e.g., insider vs. outsider) and perspective (e.g., attitude toward topic) of the author or publisher? How does the point of view influence the information?*	**Point of View:** *What is the point of view (e.g., insider vs. outsider) and perspective (e.g., attitude toward topic) of the author or publisher? How does the point of view influence the information?*
Authority: *What information from this source can we believe? Why?*	**Authority:** *What information from this source can we believe? Why?*
Comprehensiveness: *What information is of the depth and complexity that you need in order to answer your research questions?*	**Comprehensiveness:** *What information is of the depth and complexity that you need in order to answer your research questions?*
Specificity: *What specific details are included that provide robust context and complexity for the main ideas?*	**Specificity:** *What specific details are included that provide robust context and complexity for the main ideas?*
Usefulness for Final Product: *How will you use information from this source in your final product?*	**Usefulness for Final Product:** *How will you use information from this source in your final product?*

Name_____ Class_____

Comparing Information in Diverse Sources

Verify your evidence by comparing the information you find in two (or more) sources. When evidence from one source is verified by evidence in another (corroborated, conflicts resolved, perspectives balanced), then that information is probably valid and accurate. List evidence from Source 1 that needs to be verified, then seek information in a second source to verify, correct, or balance that evidence. [Put the Comparison Check you used in [ ] after the verified information from Source 2.]

Source 1:	**Comparison Checks**	**Source 2:**
	Corroboration *Evidence in one source is corroborated by evidence in another source*	
	Resolution of Conflicting Evidence *Evidence that seems to conflict from one source to another has been corrected and verified by a third source*	
	Balanced Perspectives *Information from one perspective has been balanced by information from an alternative perspective*	

Name_____ Class_____

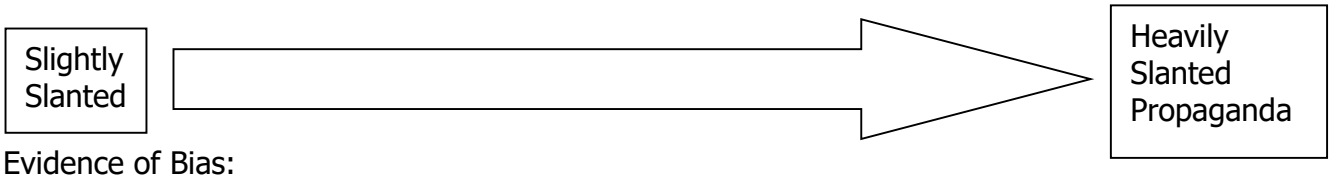
Analyzing the Impact of Bias on Information

Many sources, especially primary sources, may be created from one point of view. In that case, a degree of bias may permeate the information, resulting in an unbalanced account that presents one side to an issue, but fails to provide any evidence for alternate points of view.

Bias may range from slightly slanted to heavily slanted propaganda. Your task as a researcher is first, to detect the level of bias and second, to determine the impact of that bias on the information provided.

Select two sources on a controversial issue. For each, determine the level of bias and provide evidence for that judgment. Then provide your opinion about the impact of that bias on the information that was provided or, perhaps, left out.

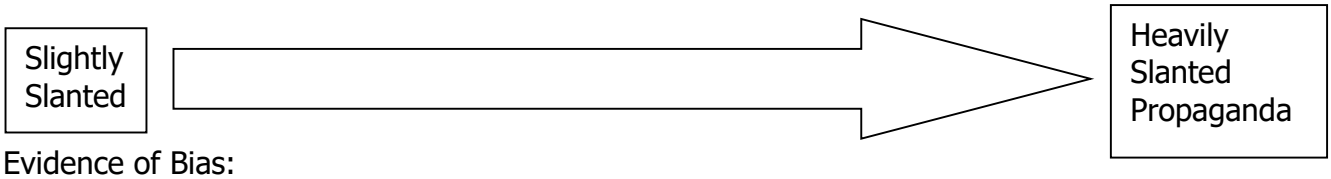
Source:
Bias *(mark where you would rate the level of bias in this source)*:



Evidence of Bias:

Impact on Information:

Source:
Bias *(mark where you would rate the level of bias in this source)*:



Evidence of Bias:

Impact on Information:

Name_____ Class_____

Evaluating the Truth and Misinformation in Media

False, misleading, and heavily biased information often gets communicated and dispersed through media.

You can apply several evaluation checks to web-based information in order to avoid being taken in by misinformation.

Using the example of the **Ferguson, Missouri, shooting of Michael Brown** (2014), investigate the rapid spread of information and misinformation through the news media and social media. Using an example from each type of media, evaluate the accuracy of the information based on the criteria below.

Evaluation Criteria	Source 1 (News Media):	Source 2 (Social Media):
Who is the author or creator and what may be his/her/its motivation (e.g., profit, influence, notoriety)? Why do you think that's the driving motivation?		
Is the information believable? What evidence is given for any facts presented? How credible is that evidence? Is any evidence offered for an alternative viewpoint?		
How much is the information framed by an emotional or values-based appeal or by loaded language rather than by rational logic or research?		
How widespread has been the dispersal of this information (e.g., number of views and likes)? What individual or organization is trying to counter this spread?		
What is your judgment about the truthfulness and authority of each source?		

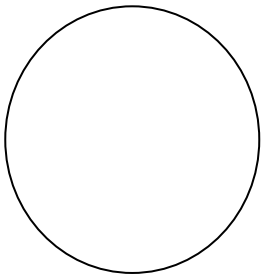
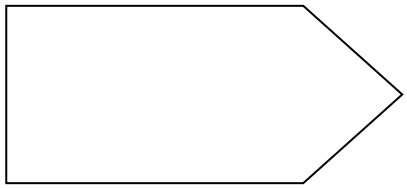
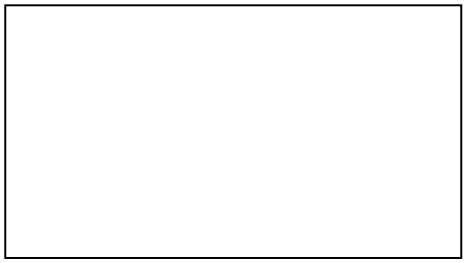
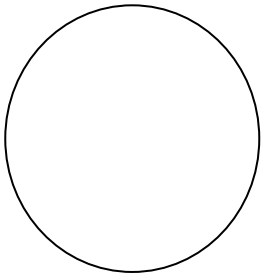
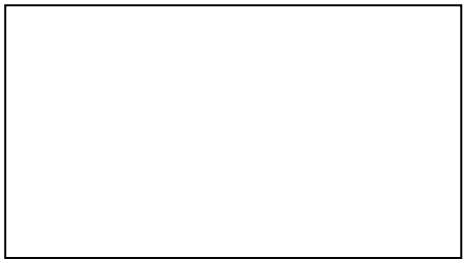
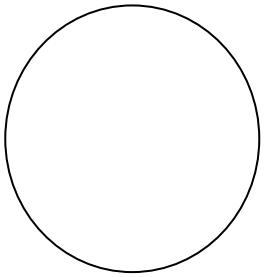
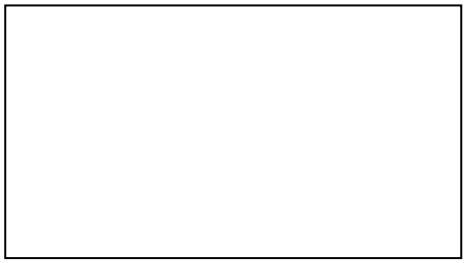
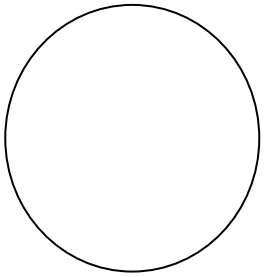
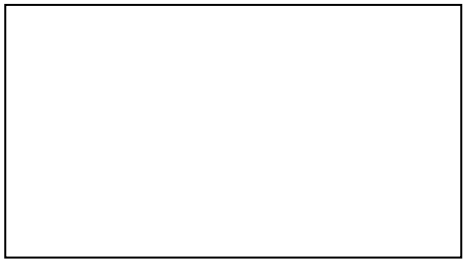
Name_____ Class_____

Evaluating Evidence Checklist

EVALUATION CRITERIA:	WHAT CLUES WILL HELP YOU DECIDE IF THIS EVIDENCE MEETS THE CRITERION?
Authority and Reliability: *Is the author an authority on **your specific** topic? Can you rely on this author/publisher to present high-quality information?*	
Relevance and Usefulness to Your Research: *Does this evidence answer your research questions or suggest additional avenues for research that you should be pursuing?*	
Currency: *How up-to-date is the source? Is that important for your topic?*	
Accuracy: *Is the factual information accurate and are any opinions supported by credible evidence?*	
Comprehensiveness: *Does this evidence add depth, valuable additional information, or corroboration for your research?*	
Point of View: *What is the point of view of the author/creator? How has that point of view influenced the credibility of the information or the type of information included? What information has been left out that might be offered by an author with a different point of view?*	

Name_____ Class_____

Points of View / Perspectives / Actions

Point of View of: (Role; Inside or Outside View)	Perspective: (Attitudes, Beliefs about Issue)	Actions:
		
		
		
		

Name_____ Class_____

Evaluating Digital Evidence

Extra diligence must be applied when evaluating digital evidence, because any individual or organization can post information online and it may be difficult to tell the difference between fact-based information posted by credible authors and opinion- or ego-based information posted by individuals.

EVALUATION CRITERIA:	**WHAT CLUES WILL HELP YOU DECIDE IF THIS EVIDENCE IS CREDIBLE AND MEETS THE CRITERIA?**
Authority and Reliability: *Is the author an authority on **your specific** topic? Can you rely on this author/publisher to present high-quality information?*	
Accuracy and Credibility: *Is the factual information accurate and are any opinions supported by credible evidence? Is this an opinion piece like a blog, personal video, personal rant?*	
Comprehensiveness: *Does this evidence add depth, valuable additional information, or corroboration for your research? Does the site provide links to other sites with information that can be trusted?*	
Currency: *Is the information up-to-date? How can you be sure that the information has been vetted and is not viral misinformation that is circulating rapidly?*	
Point of View and Bias: *What is the point of view of the author/creator? Is that point of view biased and based more on emotion and persuasion than on logical evidence and argument? How has that point of view influenced the credibility of the information or the type of information included? What information has been left out that might be offered by an author with a different point of view?*	

Name_____ Class_____

Impact of Point of View, Perspective, and Purpose on Information

Source:

Point of View: *From what point of view was the information written or created (e.g., role of author/creator; participant, observer, or detached reporter/researcher)?*

Perspective: *What is the attitude or perspective of the author toward the topic? Is the perspective biased?*

Purpose: *Why was this information created and shared? What was the author/creator's purpose?*

How did the point of view, perspective, and/or purpose affect the information provided in the source? How will you counter or balance that effect as you continue to conduct your research?

Name_____ Class_____

Questioning and Challenging the Text

As you are taking notes, you can make sense of the information by questioning and challenging the text.

What does it say? • *Who is providing the information? Can I trust this author?* • *Is this information relevant, accurate, and credible?* • *Is this information important for understanding the issue?* • *What is confusing or incomplete about this information?*	**What does it mean?** • *What inferences can I make about the implicit or deeper meaning of the information?* • *Does this information corroborate or conflict with what I have read in other sources?* • *Does this information support my thesis or hypothesis?*	**How will I use this information?** • *Can I use this information to provide an alternative perspective or a counterpoint to other information I have gathered?* • *Can I use this information to provide an overall summary of the issue, to lay out critical main ideas, to offer specific details and examples, or to offer evidence-based opinions to support the facts I have found?*

Additional Questions and Evidence to Pursue:

Source:

Name_____ Class_____

Reflective Notetaking

Question:		
Source/Pg	**Notes in Own Words – Answers to Question**	**Reactions (Questions, Opinions, Responses, Gaps, Inaccuracies)**

Name_____ Class_____

Developing a Line of Argument
Multiple Perspectives: Point/Counterpoint

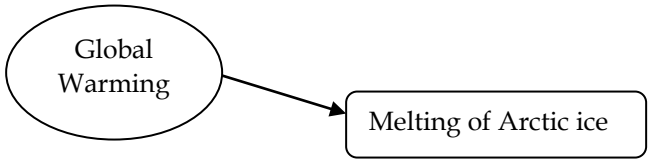
Issue or Question:	
Perspective of _____	Perspective of _____
Point with evidence:	Counterpoint with evidence:
Point with evidence:	Counterpoint with evidence:
Point with evidence:	Counterpoint with evidence:
Point with evidence:	Counterpoint with evidence:
My own perspective/argument is. . .because. . .	

Name_____ Class_____

Concept Maps for Organizing Thinking

A concept map is a visual representation of main ideas and relationships among those ideas. Concept mapping is a thinking strategy for finding patterns in the information you have gathered during your research and organizing your conclusions for presentation and sharing.

The concept map often looks like a spider web, with nodes of main ideas connected by arrows, lines, or symbols to show how the main ideas are related. For example, if you have found that global warming is causing the melting of Arctic ice, then a portion of your concept map might look like this:



How to Create a Concept Map:

1. Focus
   - Identify the main concept of your research topic or question.

2. Select
   - Select the key ideas that you discovered through your research in multiple sources.

3. Categorize, Synthesize, and Cluster
   - Categorize the key ideas. Group the categories that are related and synthesize into larger ideas, or clusters. *[Ex: melting of Arctic ice, flooding, drought – clustered under Negative Effects of Global Warming]*

4. Organize by Pattern / Draw Conclusions
   - Look for patterns that will show the relationships between your clusters of ideas. This is the most creative and thoughtful phase of your research because you will be able to draw conclusions based on your synthesis of the ideas and the patterns that you think will best communicate those ideas. For example, does it make the most sense to organize the clusters in a chronological sequence? In a cause and effect pattern? In order of importance?

5. Arrange in a visual display
   - Place the main concept in a prominent place so that the supporting ideas can be connected to it (center, left side).
   - Arrange the clusters of ideas according to the pattern you have selected in order to show your conclusions (for example, a chronological sequence may be laid out left-to-right).
   - Connect the clusters with lines and arrows (and perhaps words) that show how the ideas are related.
   - Fill out the concept map with your supporting ideas/evidence.

Name_____ Class_____

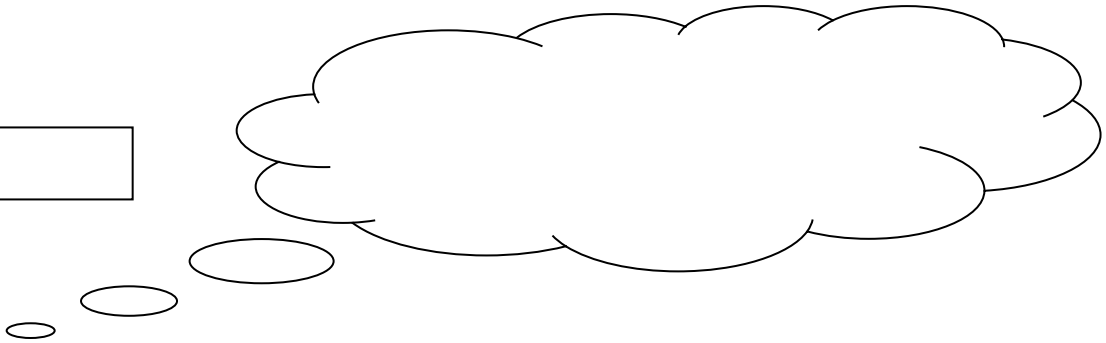
Supporting an Opinion / Perspective / Claim

OPINION, PERSPECTIVE, or CLAIM:	
REASONS (ORGANIZED IN A LINE OF ARGUMENT}	**EVIDENCE TO SUPPORT REASONING**

Name_____ Class_____

Communicating Ideas to an Audience

My idea →



Who is the audience?

Evidence that this audience will find *interesting:*	**Evidence that this audience will find *important:***	**Evidence that is *vital* to convince this audience to accept my idea:**

The format and length that will be most effective for this audience: Why?

Special features I should include (e.g., sound, visuals, charts, oral presentation):

Name_____ Class_____

Self-Assessment During Inquiry Process

Questions to Ask Before Moving to Next Phase of Inquiry	Responses and Reflections
Connect	
• Do I know enough about the idea or topic to ask good questions? • Am I interested enough in the idea or topic to investigate it?	
Wonder	
• Can my question(s) be answered through investigation? • Will my question(s) lead me to answers that will fulfill my assignment or purpose for research?	
Investigate	
• Have I located sources with diverse perspectives? • Have I found enough accurate information to answer all my questions? • Have I discovered information gaps and filled them with more research? • Have I begun to identify relationships and patterns and thoughtfully reacted to the information I found?	
Construct	
• Have I drawn conclusions that are supported by the evidence? • Have I organized my conclusions and evidence to present them effectively?	
Express	
• Have I organized the product/presentation to make my major points and present convincing evidence? • Does my product/presentation fulfill all the requirements of the assignment?	
Reflect	
• What new understandings did I develop about the topic or idea? • What did I learn about inquiry? • What new questions do I now want to answer about the topic or idea?	

Name_____ Class_____

Using Feedback to Revise My Work

Attribute	Feedback from Teacher	Feedback from Others
The research answered the questions with my own conclusions, evidence-based opinions, or claims.		
The main ideas are clearly presented.		
Credible evidence to support the main ideas is provided.		
The final project is written or created in my own words and with original or cited images.		
The final project is neat, clear, well-organized, and technically error-free.		
There were multiple authoritative sources (including print and electronic) and diverse perspectives.		
All sources were cited and in a proper bibliographic format.		
The project is interesting and keeps the reader's or audience's attention.		

I will modify and revise my work in the following ways:

_____
_____
_____
_____
_____
_____
_____
_____

Name_____ Class_____

Self-Assessment

Identifying own strengths (academic, social, and emotional) during the inquiry process and setting goals for improvement

1. **Which two phases of inquiry did you do best? What were your academic, social, or emotional strengths during these phases?**

2. **Which phase of inquiry did you struggle with most? What were your academic, social, or emotional challenges during this phase?**

3. **What part of the assignment did you enjoy the most? Why?**

4. **Name two goals for improvement on your next assignment like this.**

Name_____ Class_____

Design Process Log

Phases of Design Process	Log of Your Actions and Decisions
Problem or Issue:	
Hypothesis (what you expect the outcome to be if you take action)	
Brainstormed solutions or models	
Evaluation of possible solutions/models and selection of most promising one	
Selection of resources and technology needed for testing solution/model	
Testing of solution/model with description of results	
Analysis of results / Changes or revisions to be made	
Analysis of results of revised solution/model	
Determination of validity of hypothesis, conclusion, and description of final solution/model	

Name_____Class_____

Evaluation and Interpretation of Visuals

Visual:

Evaluation and Interpretation Criteria	**Explicit and Implicit Meaning that You Have Judged to Be Valid and Credible**
Explicit Information in Visual (e.g., content)	
Implicit Meaning Conveyed by Visual Elements (e.g., focus, point of view, color, labels and titles, arrangement of elements, inset boxes, graphics or symbols)	
Contextual Information (e.g., time, place, background context, primary or secondary)	
Image Source (e.g., photographer, creator, organization, agency)	
Technical Quality (e.g., carefully crafted or created in real time by non-professional)	
Your Interpretation – Credible Main Ideas and Details (noting the explicit or implicit evidence for each)	

Name_____ Class_____

Using Social Media Responsibly

Social media that are used responsibly are valuable sources of information and ideas. Guidelines for responsible use of social media include the following:

- ✓ Fact-check the information
- ✓ Avoid the spread of misinformation
- ✓ Interpret media messages in context (authority of creator, timing, other messages on same content, emotional vs. fact-based content)
- ✓ Respect the ideas and positions of others
- ✓ Respond to media messages respectfully and thoughtfully

Because social media platforms differ in their immediacy, format, and opportunities for interaction, the above guidelines are applied differently, depending on the platform.

Explain the guidelines you would employ for the social media platforms below in order to be a responsible user.

Platform	Your Guidelines for Responsible Use
Wikipedia	
Twitter	
YouTube	
Online blogs	
Instagram	
Your choice:	

Name_____Class_____

Revision of Multiple Literacy Presentations

Assess and revise your multiple literacy presentations by using the following criteria:

Criteria for Assessing Your Presentation	Revisions You Will Make to Improve Your Presentation Quality
Clarity	
Accuracy	
Relevance	
Sufficiency	
Logic	
Depth	
Breadth	

Name_____Class_____

Effective Presentations

Criteria for Effective Presentations	Notes and Self-Reflections
Quality of Content • Presents conclusion, claim, or evidence-based opinion • Answers research question(s) with evidence that includes main ideas and interesting details • Evidence is factual and comprehensive • Content is well-organized and easy for the audience to follow • Content includes citations to sources used during research	
Use of Presentation Tool • Tool matches the presentation purpose and audience • Visuals, text, and audio have been created with attention to quality (mistake-free; good pacing; striking appearance; visuals, text, and audio work together to create coherent and focused presentation) • Use of the tool is technically error-free, both in production and presentation	
Delivery • Delivery is clear and engaging for the audience • Presenter exhibits self-confidence by standing up straight, establishing eye contact with audience, maintaining a steady and unhurried pace, and responding to audience questions with "expert" knowledge • Overall message is compelling and convincing	

Name_____ Class_____

Evaluating Different Types of Media

Extra diligence must be applied when evaluating digital evidence, because any individual or organization can post information online and it may be difficult to tell the difference between fact-based information posted by credible authors and opinion- or ego-based information posted by individuals. It is the researcher's responsibility to apply appropriate evaluation criteria to different types of media.

EVALUATION CRITERIA:		
Authority and Reliability: *Is the author an authority on **your specific** topic? Can you rely on this author/publisher to present high-quality information?*	**Accuracy and Credibility:** *Is the factual information accurate and are any opinions supported by credible evidence? Is this an opinion piece like a blog, personal video, personal rant?*	**Comprehensiveness:** *Does this evidence add depth, valuable additional information, or corroboration for your research? Does the site provide links to other sites with information that can be trusted?*
Currency: *Is the information up-to-date? How can you be sure that the information has been vetted and is not viral misinformation that is circulating rapidly?*	**Point of View and Bias:** *What is the point of view of the author/creator? Is that point of view biased and based more on emotion and persuasion than on logical evidence and argument? How has that point of view influenced the credibility of the information or the type of information included? What information has been left out that might be offered by an author with a different point of view?*	
How would you apply the above criteria to each of the types of media below?		
Authoritative Websites		
Fringe or Fake Websites		
Opinion Essays		
Blogs		
Tweets		
Viral Videos		

Name_____ Class_____

Unethical Uses of Information Technology

Unethical uses of technology have consequences and costs. Select a way that technology is ethically misused and research the practice to find its definition, prevalence, perpetrators, consequences, costs, examples, and ways that the risks can be addressed.

Unethical Uses of Information Technology:

- Hacking
- Spamming
- Spoofing
- Phishing
- Consumer Fraud
- Virus Setting
- Intrusion

Unethical Behavior:	
Definition	
Prevalence and Examples	
Perpetrators	
Consequences and Costs	
Ways the Risks Can Be Addressed	

SECTION SIX: GRAPHIC-ORGANIZER ASSESSMENTS ORGANIZED BY STANDARD

This section is a repository of all the graphic organizers. They are organized by standard so that, if you are teaching a skill during the Investigate phase of inquiry, for example, you will be able to browse through all of the graphic organizers for Investigate and then adopt or adapt any organizer that matches your lesson.

Priority Skills and Assessments by Standard and Phase of Inquiry

1.1 Connect

Grade Level	Indicators/Skills	Assessments
PK	Expresses curiosity about topics of personal interest or curricular focus	Observation and Class Conversation
K	Connects ideas to own interests	*K.1: Connecting Ideas to Own Interests – Pictures* *K.2: Connecting Ideas to Own Interests – Words*
1	Shares what is known about the general topic to elicit and make connections to prior knowledge	*1.1: What Do You Already Know About Your Topic?* *1.2: My Inquiry*
2	Responds to background information (delivered through videos, stories, texts, discussions) by restating/retelling main ideas and details about the topic	*2.1: Background Information*
3	Uses a source provided by the teacher to acquire background information	*3.1: Background Information*
4	Identifies aspects of the broad topic that would be important and interesting to pursue through inquiry	*4.1: Using Background Information to Brainstorm Ideas*
5	Generates a list of key words for a research-based project with guidance	*5.1: Key Words from Background Information*
6	Identifies key words and ideas that appear in background information and class conversation	*6.1: Key Words from Background Information*
7	States and verifies what is known about the problem or question and makes connections to prior knowledge	*7.1: Prior Knowledge, Background Information and Inquiry Questions*
8	Revises the topic as needed to arrive at a manageable topic for a given research situation	*8.1: Narrowing Down a Large Topic* *8.2: Narrowing Down a Large Topic - Example*
9-10	Identifies key words, concepts, and synonyms, both stated and implied, for topic and uses them to further research	*9-10.1: Identifying Key Words, Concepts, Synonyms, and Related Terms*
	Develops a schema or mind map to express the big idea and the relationships among supporting ideas and topics of interest	*9-10.2: Mind Mapping*
	Develops and refines the topic, problem, or question independently to arrive at a worthy and manageable topic for inquiry	*9-10.3: Narrowing Down a Large Topic* *9-10.4: Narrowing Down a Large Topic – Example* *9-10.5: Connecting to a Manageable Topic*
11-12	Gathers context about the time period, people, and issues surrounding the topic by reading laterally across both primary and secondary sources	*11-12.1: Exploring Background Information to Refine Research Topic* *11-12.2: Gathering Context about your Research Topic*
	Explores problems or questions for which there are multiple answers or no “best” answer	*11-12.3: Selecting Complex Research Problems or Questions*

1.1 Wonder

Grade Level	Indicators/Skills	Assessments
PK	Asks questions in response to listening to a variety of texts	Class Discussion
K	With help, begins to develop questions to be answered in shared research	*K.3: I Wonder. . .*
1	Develops "I wonder" questions with the class while reading or listening to texts about the research topic	*1.3: My Inquiry* *1.4: I Wonder (abbreviated)* *1.5: I Wonder (complete)*
2	Develops "I wonder" questions independently while reading or listening to texts about the research topic	*2.2: I Wonder* *2.3: My Inquiry*
3	Formulates questions for investigation of a topic with guidance	*3.2: I Wonder* *3.3: Asking Questions About Ideas that Interest Me*
4	Begins to predict answers to inquiry questions based on background knowledge and beginning observation or experience with help	*4.2: Predicting Answers*
5	Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry	*5.2: Writing Questions that Lead to Inquiry*
	Forms tentative thesis about main ideas with guidance	*5.3: Predicting Answers to Inquiry Questions* *5.4: Using Predictions to Write a Tentative Thesis Statement*
	For science topics, forms hypothesis ("if. . .then" statement) that can be "tested" through research or experiment/experience	*5.5: Using Predictions to Write an Hypothesis*
6	Assesses questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry	*6.2: Writing Questions that Lead to Inquiry*
7	Writes questions that would lead to an inquiry independently based on key ideas or areas of focus	*7.2: Developing Focus Questions* *7.3: Refining Research Questions to Search for Different Types of Information*
	Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis	*7.4: Using Predictions to Write a Tentative Thesis Statement* *7.5: Using Predictions to Write an Hypothesis*

1.1 Wonder

Grade Level	Indicators/Skills	Assessments
8	Refines questions to guide the search for different types of information (e.g., overview, big-idea, specific detail, cause and effect, comparison)	*8.3: Refining Research Questions to Search for Different Types of Information*
9-10	Refines questions to provide a framework for the inquiry and to fulfill the purpose of the research (e.g., questions to lead to historical context and interpretation; questions to elicit accurate facts about scientific problem or issue)	*9-10.6: Developing Focus Questions at Different Levels of Thought* *9-10.7: Refining Research Questions* *9-10.8: Investigating Ideas*
	Plans inquiry to test hypothesis systematically or gather evidence to validate thesis	*9-10.9: Gathering Evidence to Support Thesis* *9-10.10: Gathering Evidence to Support Thesis - Example*
11-12	Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives	*11-12.4: Refining Research Questions*

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
1.1 Investigate – Organization		
K	With help, begins to use library labels and ABC arrangement of picture books to locate materials	*K.4: How Picture Books Are Organized in the Library*
3	Identifies major areas of the library (e.g., Dewey areas; genre areas) and what main topics are included in each	*3.4: Dewey Decimal System*
4	Identifies and uses the organizational structures of a nonfiction book (table of contents, index, and glossary) to locate information	*4.3: Using Organizational Features of a Book to Locate Information*
1.1 Investigate – Sources		
1	Recognizes the systematic way the library organizes fiction and picture books and that fiction books of interest can be located by using that organization	*1.6: How Picture Books Are Organized in the Library* *1.7: How Fiction Books Are Organized in the Library*
2	Recognizes that sources can be located in the online catalog by looking up the author, title, or key words	*2.4: Online Catalog Searching for Library Resources*
	Identifies the author or creator of a website	*2.5: Websites: Who is the author or creator?*
3	Searches the online catalog (author, title, and key words) with assistance to locate materials	*3.5: Online Catalog Searching for Library Resources*
	With guidance, uses bookmarked websites to find appropriate information	*3.6: Using a Website to Find Appropriate Information*
4	Uses pre-selected primary sources to gather information; compares primary and secondary sources on the same topic	*4.4: Analyzing and Comparing Primary and Secondary Sources*
5	Evaluates print, video, and electronic sources (both primary and secondary) for relevance to the topic and credibility of author/creator/publisher	*5.6: Evaluating Sources*
	Selects and uses an appropriate print, video, or electronic source to answer questions	*5.7: Selecting the Right Sources*
6	Begins to use selected search engines to find appropriate information	*6.3: Search Engine Check*
	Uses online catalog independently to locate specific books, get classification numbers, and browse the shelves	*6.4: Online Catalog*
	Evaluates, selects, and uses both primary and secondary sources with attention to perspective and comprehensiveness	*6.5: Analyzing and Comparing Primary and Secondary Sources*
7	Uses the structure and some navigation tools of a Website to find the most relevant information (menu bars, tabs, buttons, sidebars)	*7.6: Navigating a Website* *7.7: Using Website Navigation Tools*

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
8	Uses organizational systems and electronic search strategies (key words, subject headings) to locate appropriate resources	*8.4: Locating Appropriate Resources*
	Uses different formats (e.g., books, Websites, subscription databases, multimedia, graphs, charts, maps and diagrams) as sources of information	*8.5: Using Different Sources*
9-10	Uses the organizational features of a book as well as abstracts, tables, charts and first and last chapters to locate main ideas, specific supporting evidence, and a balanced perspective	*9-10.11: Using Organizational Features of a Book to Locate Information*
	Uses advanced searching strategies (Boolean operators, truncation, domain and format filters, analysis of URLs, relational searching) to broaden and narrow searches and locate appropriate resources	*9-10.12: Advanced Web Searching* *9-10.13: Advanced Searching - Review*
	Evaluates the authority of a source by assessing the credentials and reputation of the author, creator or publisher, date of publication, and length or comprehensiveness	*9-10.14: Source Comparison*
11-12	Uses search-engine organizational features (e.g., algorithm determining order of results, differentiation of sponsored content, beginning text, URL) to locate web-based information to answer research questions	*11-12.5: Using Search Engines Effectively*
	Seeks information from alternative perspectives by browsing the shelves for related books, identifying people and organizations with opposing views, following links to related articles, and conducting additional searches by using key ideas and terms for alternative perspectives	*11-12.6: Finding Information from Alternative Perspectives*
	Contrasts primary and secondary sources on the topic to determine commonalities and differences in point of view, comprehensiveness, and depth of specific detail	*11-12.7: Primary and Secondary Source Comparison*
1.1 Investigate – Evidence		
K	Identifies facts about a topic, idea, or problem	*K.5: Facts About My Topic*
1	Distinguishes between fact and opinion	*1.8: Recognizing Facts and Forming Opinions*
	Begins to recognize different points of view of characters in a story	*1.9: Point of View*
2	Identifies main ideas and key details in a text	*2.6: Main Ideas and Key Details*
	Interprets information represented in pictures, illustrations and simple charts and verbalizes the main idea	*2.7: Interpreting Visual Information*

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
3	Selects evidence that explicitly answers the research questions with main ideas and details	*3.7: Using Main Ideas and Details to Answer Questions*
	Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to "true" because some of the information may be opinion or stated from only one point of view	*3.8: Facts, Opinions, and Point of View*
	With help, begins to ask questions about the text during reading or listening	*3.9: Asking Questions During Reading*
4	Uses textual and visual elements (title, headings, graphics, photos) to read and comprehend information on websites	*4.5: Comprehending Information on Websites*
	Makes inferences (with guidance) about the implicit meaning in text to answer research questions and recognizes the difference between explicit and implicit meaning	*4.6: Making Inferences about Explicit Facts* *4.7: Readers Make Inferences*
5	Uses navigation tools of pre-selected websites and databases to locate relevant information	*5.8: Navigating a Website*
	Evaluates information within a source for accuracy, relevance, comprehensiveness, and point of view	*5.9: Evaluating Information within a Source*
	Begins to analyze multiple points of view from multiple sources to determine similarities and differences	*5.10: Effects of Different Perspectives on Issues/Topics*
6	Selects information from multiple sources that answers the research questions	*6.6: Using Multiple Sources*
7	Evaluates quality of information within electronic and print sources for usefulness, currency, authority, and accuracy	*7.8: Evaluating Information Within a Source* *7.9: Website Evaluation*
	Evaluates the effect of different perspectives and points of view on information (e.g., why some information is included, why other information is left out)	*7.10: The Effects of Different Perspectives on Issues/Topics*
	Fact checks and verifies all information communicated through websites and social media	*7.11: Fact Checking Information*
8	Evaluates the accuracy, authority, validity, perspective, and bias of sources and information	*8.6: Evaluation Tool Sheet*
	Reads laterally in the digital environment to discover divergent and conflicting information as well as corroborating information	*8.7: Lateral Reading*
	Selects high-quality information from multiple sources that answers the research questions, provides a balance of diverse perspectives, and includes both main ideas and supporting details	*8.8: Notetaking Grid* *8.9: Notetaking to Answer Questions*
	Recognizes that own point of view influences the interpretation of information	*8.10: Point of View Influences Interpretation of Information*

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
9-10	Evaluates and selects evidence from multiple sources based on relevance and usefulness to answer research questions, currency, authority, accuracy, comprehensiveness, and point of view	*9-10.15: Evaluating Evidence Checklist* *9-10.16: Points of View/Perspectives/ Actions*
	Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias	*9-10.17: Evaluating Digital Evidence*
	Analyzes the impact of point of view, perspective, and purpose on the information provided by a source	*9-10.18: Impact of Point of View, Perspective, and Purpose on Information*
11-12	Compares information in diverse sources to corroborate accuracy, resolve conflicting evidence, and balance perspectives	*11-12.8: Comparing Information in Diverse Sources*
	Analyzes degrees of bias (from slightly slanted perspective to heavily slanted propaganda) and the impact of that bias	*11-12.9: Analyzing the Impact of Bias on Information*
	Draws meaning from digital text by employing print literacy and inquiry skills, interpreting meaning presented through multimedia, interacting with the text, reading laterally (reading related information across multiple sites), and thinking non-linearly (using embedded links and multiple sites)	*11-12.10: Evaluating the Truth and Misinformation in Media* *11-12.11: Evaluating Evidence Checklist* *11-12.12: Points of View/Perspectives/ Actions* *11-12.13: Evaluating Digital Evidence* *11-12.14: Impact of Point of View, Perspective, and Purpose on Information* Evaluation of Sources in Bibliography and Citations in Final Product

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
1.1 Investigate – Making Sense of Information and Notetaking		
1	With help, finds facts and briefly summarizes them via writing, drawing, or verbalization to answer basic research questions	*1.10: Using Facts to Answer Questions*
3	Uses simple notetaking strategies (e.g., graphic organizers)	*3.10: Taking Notes on the Main Idea, Supporting Facts, and Details*
4	Paraphrases, summarizes information that answers research questions, noting what is fact and what is opinion	*4.8: Paraphrasing Chart* *4.9: Summarizing the Important Ideas*
5	Uses a variety of strategies to determine important ideas (e.g., looking at ideas featured in introduction and conclusion, analyzing information highlighted in boxes or charts, paying attention to the topic of each paragraph, noting the amount of supporting details for the topic of each paragraph)	*5.11: Determining Important Ideas*
	Uses various notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers) dependent on purpose	*5.12: Notetaking to Answer Questions* *5.13: Reflective Notetaking* *5.14: Notetaking Grid*
6	Differentiates between important and unimportant details	*6.7: Important and Unimportant Details*
	Takes notes using one or more of a variety of notetaking strategies (e.g., outlining, underlining, bulleted lists, highlighting, graphic organizers, reflective notetaking)	*6.8: Notetaking by Question* *6.9: Notetaking Grid*
7	Uses both facts and opinions responsibly by identifying and verifying them	*7.12: Fact vs. Opinion*
	Evaluates the development of an argument or claim and the strength of the supporting and refuting evidence provided within the source	*7.13: Evaluating the Development of a Claim/Argument*
8	Identifies misconceptions and revises ideas as new information is gained	*8.11: Revising Ideas*
	Provides evidence for logical inferences based on both the explicit and implicit meaning of text	*8.12: Making Inferences from FACTS*
	Employs reflective notetaking strategies to capture own thinking and inferences about the evidence being noted in words and phrases, summarized, paraphrased, or quoted	*8.13: Reflective Notetaking*

1.1 Investigate

Grade Level	Indicators/Skills	Assessments
9-10	Questions and challenges the text while reading or viewing to ensure comprehension and validation of accuracy and authority during the process of gathering information	*9-10.19: Questioning and Challenging the Text*
	Takes notes using one or more of a variety of notetaking strategies including reflecting on the information (e.g., graphic organizers, two-column notes, concept maps**)**	*9-10.20: Learning Logs for Reflective Notetaking* *9-10.21: Reflective Notetaking* *9-10.22: Notetaking to Answer Questions* *9-10.23: Notetaking Grid* *9-10.24: Notes on Main Ideas and Supporting Evidence* *9-10.25: Notes on Main Ideas and Supporting Evidence - Example*
11-12	Challenges ideas in text and makes notes of questions to pursue in additional sources	*11-12.15: Questioning and Challenging the Text*
	Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product	*11-12.16: Reflective Notetaking*

1.1 Construct

Grade Level	Indicators/Skills	Assessments
PK	With help, sorts and categorizes “like” and “different” objects	*PK.1: Sorting Like Objects Together*
K	Verbally and physically demonstrates simple organizational skills such as sorting and categorizing objects and information	*K.6: Sorting Like Objects Together* *K.7: Sorting Facts*
1	Sorts books by fiction vs. nonfiction	*1.11: Fiction and Nonfiction Books*
	Participates in discussions to draw conclusions about a topic or story	*1.12: Picturing the Main Idea of a Story* *1.13: Picturing the Main Idea About a Topic*
2	Develops own opinion about a topic with evidence to support the opinion	*2.8: Developing My Own Opinion*
3	States the main idea with some supporting details	*3.11: Main Idea and Supporting Details*
	Draws conclusions about research including whether a question was answered or not	*3.12: Drawing Conclusions from Information*
4	With help, uses common organizational patterns (chronological order, main idea with supporting details) to organize information	*4.10: Supporting the Main Idea* *4.11: Organizing by Chronological Order*
	Identifies facts, details, and inferences that support main ideas	*4.12: Supporting Main Ideas with Facts and Inferences*
	Draws a conclusion about the main idea with evidence to support that conclusion	*4.13: Drawing a Conclusion from Evidence*
5	With help, organizes notes and ideas and develops an outline, mind map, or graphic organizer	*5.15: Mapping the Main Idea and Supporting Facts* *5.16: Mind Mapping*
	Forms own opinion or claim and uses evidence from texts and clear reasoning to back it up	*5.17: Using Evidence to Support Opinions* *5.18: Claim, Reasoning, and Evidence*
6	Interprets information and ideas by defining, classifying, and inferring	*6.10: Interpreting Information*

1.1 Construct

Grade Level	Indicators/Skills	Assessments
7	Uses common organizational patterns (e.g., chronological order, cause and effect, compare/contrast) to organize information in order to draw conclusion	*7.14: Cause and Effect Diagram* *7.15: One Cause/One Effect* *7.16: Cause-Effect Chart* *7.17: Chain-of-Events* *7.18: Organizing by Chronological Order* *7.19: Time Sequence Organizer* *7.20: Flow Chart*
	Combines information and weighs evidence to draw conclusions and create meaning	*7.21: Drawing Conclusions from Information* *7.22: CEI: Claim, Evidence and Interpretation*
8	Forms opinions, judgments, and claims backed up by supporting evidence and clear reasoning	*8.14: Claim, Evidence and Reasoning*
9-10	Organizes information independently, deciding the structure based on the relationships among ideas and general patterns discovered	*9-10.26: Concept Map* *9-10.27: Concept Maps for Organizing Thinking* *9-10.28: Cause-Effect Chart* *9-10.29: Organizing Information - Rubric*
	Draws clear and appropriate conclusions supported by evidence and examples	*9-10.30: Drawing Conclusions from Looking at Multiple Perspectives* *9-10.31: Drawing Conclusions Supported by Evidence*
11-12	Develops a line of argument or claim that incorporates and/or refutes competing interpretations or conflicting evidence with credible evidence	*11-12.17: Developing a Line of Argument*
	Builds a conceptual framework by synthesizing ideas gathered from multiple sources	*11-12.18: Concept Maps for Organizing Thinking*
	Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning	*11-12.19: Supporting an Opinion, Perspective, Clai*m

1.1 Express

Grade Level	Indicators/Skills	Assessments
PK	Draws a picture to illustrate a response to a story	*PK.2: What This Story Means to Me*
	Recognizes the difference between own drawing or creation and someone else's drawing or creation	Class Discussion
K	Uses emergent writing and drawing to present facts and simple answers to questions	*K.8: Answering Questions with Facts*
	Recognizes the difference between own ideas and ideas of others	*K.9: My Ideas and Ideas of Others*
1	Uses writing process, emergent writing, and drawing to develop expression of new understandings	*1.14: Prior Knowledge and New Understandings* *1.15: My Inquiry*
	With help, makes a list of the source(s) used with title and author	*1.16: My Sources*
2	Organizes information by main ideas and important details	*2.9: Main Ideas and Supporting Details* *2.10: Main Points*
	Presents researched information in a variety of ways (e.g., art, music, poetry, movement, verbally, and /or written language)	REACTS
	Makes a list of the source(s) used with title and author	*2.11: My Sources*
3	Chooses the format for the product based on personal preference or uses format chosen by the teacher or librarian	REACTS
	Presents information clearly so that main points are evident	*3.13: Main Points*
4	Determines the purpose of a presentation (e.g., explanation, claim) and decides how to organize ideas to explain a topic or make a claim about it	*4.14: Claim, Reasoning, and Evidence*
	Understands concept of "audience"; determines audience before choosing format and creating product	*4.15: Consideration of Purpose and Audience*
	Assesses and revises own work based on teacher-provided criteria	*4.16: Using Feedback to Revise My Work* *4.17: Student Research Checklist*
5	Presents information clearly so that main points and supporting evidence are readily understood by audience	*5.19: Communicating Ideas to an Audience*
	Modifies and revises own work based on feedback from teacher and peers	*5.20: Using Feedback to Revise My Work*
	Provides a bibliography of all sources used according to model provided by teacher	*5.21: Bibliography Worksheet*

1.1 Express

Grade Level	Indicators/Skills	Assessments
6	Presents conclusions and supporting facts in a variety of ways	*6.11: CEI: Claim, Evidence and Interpretation* *6.12: Conclusions and Supporting Evidence*
	Cites all sources used according to local style formats	*6.13: Bibliography Worksheet*
7	Cites all sources used according to local style formats	*7.23: Bibliography Worksheet*
8	Develops a line of argument or claim with a line of reasoning, clear supporting evidence, and attention to refuting counter arguments and claims	*8.15: Claim, Reasoning, Evidence, and Counter-Claims*
	Creates products for authentic reasons and audiences	*8.16: My Research Project*
	Cites all sources used according to local style formats	*8.17: Bibliography Worksheet*
9-10	Creates a product and presentation to present an argument, claim, point of view, interpretation, or new model most effectively for a specific audience	REACTS *9-10.32: Communicating Ideas to an Audience*
	Cites all sources used according to standard style formats	*9-10.33: Bibliography Worksheet*
	Embeds citations to specific information, visuals, or sound when appropriate	Assessment of Final Product
11-12	Drafts the presentation/product to present the line of reasoning and evidence for an argument, claim, point of view, interpretation, or new model most effectively with supporting evidence	Evaluation and Feedback on Draft Presentation or Product
	Publishes final product for an authentic audience and real-world application	REACTS *11-12.20: Communicating Ideas to an Audience* Evaluation of Final Product
	Evaluates own product and process throughout the work and uses self-assessment, teacher feedback, and peer feedback to make revisions when necessary	*11-12.21: Self-Assessment During Inquiry Process* *11-12.22: Using Feedback to Revise My Work*

1.1 Reflect

Grade Level	Indicators/Skills	Assessments
PK	Identifies own strengths in listening, reading, and learning	*PK.3: Knowing and Learning in the Library*
K	Identifies own strengths in listening, reading, and learning	*K.10: Knowing and Learning in the Library – Picture* *K.11: Knowing and Learning in the Library – Picture and Sentence*
1	Identifies own strengths and sets a goal for improvement	*1.17: Knowing and Learning in the Library – Picture* *1.18: Knowing and Learning in the Library – Picture and Sentence*
	With help or with the class, asks, "What do I wonder about now?"	*1.19: Now I Wonder*
2	Identifies own strengths and sets a goal for improvement	*2.12: Strengths and Goals in the Library*
	Asks, "What do I wonder about now?"	*2.13: Now I Wonder*
3	Identifies own strengths and sets goals for improvement	*3.14: Strengths and Goals*
4	Identifies the important features for a good product and presentation	*4.18: How Am I Doing?*
	Identifies own strengths and sets goals for improvement	*4.19: Strengths and Goals*
5	Reflects on new understandings, the effectiveness of the product and presentation, and the experience of the process of inquiry	*5.22: Self-Assessment*
	Identifies own strengths and sets goals for improvement	*5.23: Strengths and Goals*
6	Identifies own strengths (academic, social, and emotional) and sets goals for improvement	*6.14: Strengths and Goals*
7	Identifies and evaluates the importance of features for a good product, presentation, and engagement in the process of inquiry	*7.24: Self-Assessment*
8	Reflects on own emotional and intellectual experience through the process of inquiry	*8.18: Individual Experience of Inquiry*
9-10	Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc.	*9-10.34: Individual Experience of Inquiry*
11-12	Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future	*11-12.23: Self-Assessmen*t

1.2 Design Thinking

Grade Level	Indicators/Skills	Assessments
PK	Uses resources and active-learning activities provided by the teacher for learning-driven play	Observation
K	Uses resources and active-learning activities provided by the teacher to investigate new ideas or solve problems	Observation
1	Engages actively with a small group in trying out a solution, looking at the results, and making changes to improve the results	*1.20: Designing a Solution*
2	Engages actively in a design process to use tools and materials to try out a new idea or solution to a problem, assess the results, and try a different solution when necessary	*2.14: Designing a Solution*
3	Engages actively in a design process to use tools, resources, and materials to try the brainstormed solutions, assess the results, and modify the solutions when needed	*3.15: Designing a Solution*
4	Engages actively in a design process to use tools, resources, and materials to try the "if. . .then" solutions that seem to have the most potential, assess the results, and modify the solutions when needed	*4.20: Designing a Solution*
5	Engages actively in a design process to use tools, resources, and materials to test the hypothesis by creating a solution, assessing the results, modifying the solution when needed, and determining the validity of the hypothesis	*5.24: Designing a Solution*
6	Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement	*6.15: Designing a Solution*
7	Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, coding, video and audio production)	Observation
8	Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the model when needed, and determining the validity of the hypothesis or the quality of the model	*8.19: Designing a Solution* *8.20: Design Process Log*

1.2 Design Thinking

Grade Level	Indicators/Skills	Assessments
9-10	Selects and uses resources and technology to investigate identified problems through active experimentation, experience, creation, and engagement	*9-10.35: Design Process Log*
	Engages actively in a design process to use tools, resources, and materials to test the hypothesis or desired result by creating a solution or model, testing the results, modifying the solution/model when needed, and determining the validity of the hypothesis or the quality of the model	*9-10.35: Design Process Log*
11-12	Builds on real-world experiences to broaden perspective and open creative possibilities (e.g., field trips, makerspaces, hack-a-thons, coding camps, video production centers)	Observation
	Publishes or presents the solution/model (to an authentic audience if possible) with evidence or line of reasoning about the expected impact	*11-12.24: Design Process Log* Evaluation of Final Product

2.1, 2.2 Multiple Literacies

Grade Level	Indicators/Skills	Assessments
2.1 Response to Literature		
PK	Participates in discussions about stories and other texts that have been read aloud	Class Discussion
K	Retells a story with the correct sequence of events using words and pictures	*K.12: Sequence of Events*
1	Draws and shares conclusions about main idea of a story	*1.21: Picturing the Main Idea of a Story*
2	Compares characters in two different stories, or plots in two stories by same author	*2.15: Comparing Two Stories*
3	Discusses the main idea or theme of a story	*3.16: Identifying Story Elements and Theme*
4	Uses evidence from stories to discuss characters, setting, plot, time, and place	*4.21: What Makes This Story Special?*
5	Identifies the author's or narrator's point of view and explains how it influences the portrayal of the characters and the sequence of events in the plot	*5.25: Impact of Author or Narrator Point of View*
6	Participates in literary discussions and book clubs	Observation
7	Participates in literary discussions and book clubs	Observation Book Discussions
8	Participates in literary discussions, special literary programs, and book clubs	Observation
9-10	Shares reading experiences and responses to literature in multiple ways (e.g., face-to-face conversations, technology presentations, posters, creative products)	Observation Conversation
11-12	Explores real-world genres as well as favorite genres and authors (movie reviews, editorials, consumer reports, game tips and strategies, career information)	Observation Book Checkout
2.1 Visual Literacy		
2	Gathers information from illustrations and text features	*2.16: Gathering Information from Visuals*
3	Explains the meaning of illustrations and what they add to the words of a story	*3.17: Interpreting Illustrations in Stories*
4	Analyzes information presented visually through illustrations, photographs, diagrams, or maps to determine main ideas and compare to ideas presented in printed text	*4.22: Interpreting Visual Information*

2.1, 2.2 Multiple Literacies

Grade Level	Indicators/Skills	Assessments
7	Analyzes visual text (e.g., charts, graphs, photographs, videos, timelines, maps) to gather information and draw inferences about meaning	*7.25: Analyzing and Drawing Inferences from Visual Text*
9-10	Analyzes maps, pictures, charts, graphs, and other information presented visually to determine main ideas, supporting details, point of view, and both explicit and implicit meaning	*9-10.36: Gathering Information Through Analysis of Visuals*
11-12	Interprets and evaluates visuals based on content analysis, visual analysis, contextual information, image source, and technical quality	*11-12.25: Evaluation and Interpretation of Visuals*
2.1 Media Literacy		
1	Identifies main ideas, facts, details, and opinions expressed through media other than print	*1.22: Main Ideas and Key Details*
3	Evaluates a media source for accuracy	*3.18: Evaluating a Media Source for Accuracy*
4	Evaluates a media source for accuracy and purpose	*4.23: Evaluating a Media Source for Accuracy and Purpose*
5	Evaluates the effect of different media elements (e.g., pace, visuals, color) on the overall impact of the media source	*5.26: Evaluating the Effect of Media Elements*
6	Evaluates the impact of media by looking at the use of the language of the medium (e.g., use of color, pace, perspective, visuals)	*6.16: Evaluating the Impact of Media*
7	Determines the purpose and intended audience of a media presentation	*7.26: Communicating Ideas to an Audience*
8	Deconstructs media claims and arguments by looking at logical fallacies, persuasive techniques, and the use of the language of the medium (e.g., use of color, pace, perspective, narrative structure, visuals)	*8.21: Deconstructing Media Claims and Arguments*
9-10	Identifies misinformation or biased information by analyzing and evaluating the motivations and creators of the false or misleading information (e.g., profit, political motives, influence, point of view, social bots)	*9-10.37: Evaluating the Truth and Misinformation in Media*
11-12	Uses social media (e.g., Wikipedia, Twitter, YouTube, online blogs) responsibly for the exchange of information and ideas by fact-checking the information, avoiding the spread of misinformation, engaging in interactions around fact-based information, and respecting and thoughtfully responding to the ideas of others	*11-12.26: Using Social Media Responsibly*

2.1, 2.2 Multiple Literacies

Grade Level	Indicators/Skills	Assessments
2.2 Multiple Literacy Presentation		
4	Creates and delivers presentation with attention to quality of content, effective use of tool, and self-confidence and effectiveness of delivery	*4.24: Effective Presentations*
6	Develops the skills of public speaking (e.g., clear delivery, eye contact, body language, voice, pace)	*6.17: Skills of Public Speaking – Checklist for Self-Reflection and Peer Feedback*
7	Uses the language of the medium (e.g., use of color, pace, perspective, visuals) and the characteristics of the technology tool to create and deliver an effective presentation	*7.27: Creating and Delivering an Effective Presentation* *7.28: Skills of Public Speaking*
8	Matches language of presentation with audience, purpose, complexity of the content, and intended impact	*8.22: Matching Presentation Language with Purpose and Content*
9-10	Retrieves and uses images, sound, and visual media according to ethical and legal standards Assessment of Final Product	Assessment of Final Product
11-12	Assesses and revises own products by using the criteria of clarity, accuracy, relevance, sufficiency, logic, depth, and breadth	*11-12.27: Revision of Multiple Literacy Presentations*
	Delivers presentations to authentic audiences and peers with self-confidence, clarity, attention to the intended impact on the audience, and an “expert” or “professional” stance Effective Presentations	*11-12.28: Effective Presentations*

3.1 Social and Civic Responsibility

Grade Level	Indicators/Skills	Assessments
3.1 Learning from Diverse and Credible Points of View		
K	Listens and responds to multicultural texts from various genres	Class Discussion
1	Listens and responds to multicultural texts from various genres	Class Discussion
2	Compares folktales or stories from different cultures	*2.17: Comparing Stories from Different Cultures*
3	Verifies information that is presented as "the truth"	*3.19: Verifying Information*
5	Identifies and challenges own assumptions about community issues and diverse cultures by seeking and considering multiple viewpoints and cultural perspectives	*5.27: Challenging Own Assumptions with Multiple Viewpoints*
6	Evaluates and compares the authority, credibility, accuracy (by fact-checking), and point of view of all sources of information	*6.18: Evaluating and Comparing Sources*
7	Identifies and challenges misinformation and own assumptions about community issues and diverse cultures by seeking and evaluating multiple viewpoints and cultural perspectives	*7.29: Challenging Assumptions and Mis-information* *7.30: Challenging Own Assumptions with Multiple Viewpoints*
8	Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, blogs, tweets, viral videos)	*8.23: Critical Source Evaluation Strategies*
11-12	Demonstrates critical evaluation strategies that are appropriate for various types of sources (e.g., authoritative websites, fringe or fake websites, opinion essays, blogs, tweets, viral videos)	*11-12.29: Evaluating Different Types of Media*
3.1 Civic Reasoning		
2	Respects the rights of others to express ideas, use the library, and have equitable access to the resources by listening respectfully, following the rules and procedures of the library, and returning all resources on time	Observation
3	Engages in conversations with peers to exchange ideas and information about social and civic issues	Class Discussion
5	Recognizes the right to express own opinion in an appropriate manner, even when the opinion differs from the ideas of others	Observation
6	Expresses own opinion in an appropriate manner, even when the opinion differs from the ideas of others	Observation Class Discussion

3.1 Social and Civic Responsibility

Grade Level	Indicators/Skills	Assessments
7	Demonstrates respect for the principles of equitable access to information by curating and sharing valid and authoritative sources with classmates	Observation
8	Listens carefully to the reasoning and ideas of others, engages in a discussion, and changes own opinion when those ideas have merit	Observation Class Discussion
9-10	Engages in civic online reasoning by verifying information that is presented as the truth, recognizing the impact of social-media format on information, and actively seeking multiple perspectives	*9-10.38: Historical Perspective Taking / Empathy*
11-12	Demonstrates tolerance for different viewpoints	Observation Class Discussion

3.2 Social and Civic Responsibility

Grade Level	Indicators/Skills	Assessments
3.2 Collaboration		
PK	Participates in collaborative conversations with peers and adults to share ideas and information	Class Conversation
K	Works collaboratively with a small group using technology for research to meet information needs	Observation
	Respects the ideas of others by listening carefully to them and responding to their ideas	Observation
1	Contributes to group media project to communicate ideas to classmates, families, and others	Rubric for Final Project
2	Participates in shared research and exploration about a topic	Observation
	Acknowledges the ideas of others and connects them to own ideas when participating in discussions and group learning opportunities	Class Discussion Observation
3	Actively contributes to group discussions	Class Discussion
4	Works with a group to do research, share results and resources, discuss issues, make decisions, and create learning products	Observation
5	Actively solicits and listens with an open mind to the opinions and ideas of others	Class Discussion Observation
7	Engages effectively in collaborative discussions with diverse groups	Observation Class Discussion
8	Works collaboratively to develop, publish, and present projects involving 1-2 media that effectively communicate information and ideas about the curriculum to authentic audiences	Observation Evaluation of Final Product
9-10	Curates and shares valuable resources with peers	Observation
11-12	Works collaboratively to design, develop, publish, and present multimedia projects that effectively communicate information and ideas about the curriculum to authentic audiences	Observation Evaluation of Final Product

3.3 Social and Civic Responsibility

Grade Level	Indicators/Skills	Assessments
3.3 Intellectual Property Rights		
1	Credits authors and resources for all information that was used or shared	*1.23: Book and Media Sources*
2	Takes notes to answer research questions by writing down words and phrases and drawing pictures from sources, but not copying whole sentences	*2.18: Taking Notes to Answer Questions*
4	Uses strategies to avoid plagiarizing by summarizing, paraphrasing, quoting, and crediting the information used	Checking final product against notes
8	Makes ethical decisions about the creation and sharing of information (e.g., respecting rights of creators, remixing, and using images and print within the guidelines of Fair Use)	Evaluation of Final Product *8.24: Ethical Decisions about Creation and Sharing of Information*
11-12	Demonstrates respect for copyright, fair use, creative commons, and attribution of information and images and acquires permission from creator when necessary	Evaluation of Final Product
3.3 Safe and Ethical Use of Technology		
1	Creates and uses effective username that protects private information	*1.24: Safe and Private Online*
2	Understands acceptable and unacceptable computer usage according to the Acceptable Use Policy related to the use of technology	Class Discussion
	Identifies behaviors that are examples of cyberbullying and demonstrates effective responses	Class Discussion and Activity (Role Play)
3	Demonstrates basic cybersafety (strong passwords, privacy, accessing appropriate sites)	*3.20: Cybersafety Checklist*
4	Demonstrates basic netiquette behavior by interacting respectfully with others and contributing to a positive online community	*4.25: Netiquette Checklist*
5	Engages in positive online behavior by dealing with cyberbullying, recognizing and avoiding stereotypes, and selecting appropriate sites only	*5.28: Positive Online Behavior*

3.3 Social and Civic Responsibility

Grade Level	Indicators/Skills	Assessments
6	Abides by the Acceptable Use Policy by accessing only appropriate information and using technology responsibly	Observation
7	Checks the validity of all information and avoids the spread of misinformation on social media	*7.31: Using Social Media Responsibly*
	Demonstrates understanding of a digital footprint and constructs own footprint accordingly	*7.32: Digital Footprint*
8	Observes Internet safety procedures, including safeguarding personal information and equipment	*8.25: Internet Safety Practices*
9-10	Abides by the Acceptable Use Policy in all respects	Observation
	Demonstrates netiquette behavior by respecting others; using appropriate language, images and emoticons; thinking before sending or forwarding messages; creating safe screen names; and challenging cyberbullying	*9-10.39: Netiquette*
11-12	Analyzes the consequences and costs of hacking, spamming, consumer fraud, virus setting, intrusion and other unethical uses of information and communication technology and identifies ways for addressing these risks	*11-12.30: Unethical Uses of Information Technology*

4.1 Personal Growth and Agency

Old Assessment	Indicators/Skills	Assessments
4.1 Personal Exploration and Independent Reading and Learning		
PK	Develops and pursues personal curiosity	Book Checkout
K	Requests/chooses materials related to personal interests	Observation Conversation Book Checkout
1	Engages in simple and independent inquiry to find answers to questions	Observation
2	Selects fiction and nonfiction books or media to read and enjoy on own	Book Checkout Conversation
3	Demonstrates motivation to read and learn on own	Book Checkout Conversation
4	Identifies favorite authors, genres, and topics and explores them on own	Book Checkout Observation
5	Follows personal and academic interests to pursue in-depth inquiries and build deep knowledge	Book Checkout Observation Conversation
6	Sets reading goals and reads independently	Observation Book Checkout
7	Selects print and nonprint materials based on personal interests, knowledge of authors, and reading level	Book/Media Checkout Observation
8	Explores opportunities to prepare for the future, including higher education, career training, vocational training	Observation Book Checkout
9-10	Identifies social media contexts that are of personal interest, determines the content and "rules of engagement" for each, joins or accesses each appropriately (e.g., finding people to follow on Twitter), and uses communication strategies appropriate for each context	*9-10.40: Participating in Social Media Platforms*
11-12	Selects print and nonprint materials based on personal interests, knowledge of authors, reading level and aspirations for future growth and career	Book Checkout Observation
	Uses information and technology to address personal issues and investigate opportunities for the future, including higher education, career training, vocational training	Observation Book Checkout Conversation

4.1 Personal Growth and Agency

Old Assessment	Indicators/Skills	Assessments
4.1 Social and Emotional Growth		
PK	Respects personal space and the boundaries of others [social awareness]	Observation
K	Displays compassion and acceptance for others in class conversations and responses to diverse texts [relationship skills]	Observation
1	Develops and displays empathy for others by recognizing why they are behaving and speaking in a certain way [social awareness]	Observation
2	Displays resiliency by responding to feedback or failure and revising own work [self-awareness]	Observation
3	Identifies and empathizes with the perspectives of others [social awareness]	Observation Class Discussion
	Forms positive relationships with peers [relationship skills]	Observation
4	Identifies and respects cultural differences and diverse opinions [social awareness]	Class Discussion Observation
5	Sets reading and learning goals and perseveres to achieve those goals [self-management]	Book Checkout Observation
	Reflects on own social and emotional strengths and challenges [self-awareness]	*5.29: Social and Emotional Strengths*
6	Builds trusting relationship with diverse peers and adults through collaboration and communication [relationship skills]	Observation
	Demonstrates respect for diverse people and perspectives [social awareness]	Observation Class Discussion
7	Empathizes with literary characters, peers, people in the local and global community, and social issues by placing them in historical or social context [social awareness]	*7.33: Historical or Social Context and Empathy*
8	Develops a growth mindset by identifying own strengths and preferences in terms of future career [self-awareness]	*8.26: Growth Mindset*

4.1 Personal Growth and Agency

Old Assessment	Indicators/Skills	Assessments
9-10	Develops interpersonal skills to build trusting relationships with diverse peers and adults through collaboration and communication [relationship skills]	Observation Class Discussion
	Demonstrates respect and empathy for diverse people and perspectives [social awareness]	*9-10.38: Historical Perspective Taking / Empathy* Class Discussion Observation
11-12	Develops a growth mindset [self-management]	Conversation
	Demonstrates leadership and self-confidence by facilitating collaborative decision making and problem solving based on assessment of the current situation, feedback from others, and consideration of own ethical and social responsibilities [responsible decision-making]	Observation

4.2 Personal Growth and Agency

Old Assessment	Indicators/Skills	Assessments
4.2 Self-Identity and Confidence		
PK	Reflects on own feelings and behaviors to figure out personal strengths and preferences	*PK.4: Strengths and Preferences*
K	Expresses own ideas and feelings to others in a respectful and appropriate way	Observation
1	Actively engages in conversations with others by contributing own ideas and displaying confidence in own reasoning and opinions	Observation
2	Asks others for clarification of their ideas and offers own ideas during conversations and discussions	Class Discussion Observation
3	Displays self-confidence in forming and sharing own opinion and ideas	Observation Class discussion
4	Recognizes multiple facets of own personal identity	*4.26: Personal Identity*
5	Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	Observation
6	Exhibits effective skills in sharing knowledge gained through personal and academic pursuits	Observation
7	Develops aspects of personal identity that are the most satisfying, identity-confirming, and culturally responsive	*7.34: Personal Identity*
8	Displays resilience by pursuing alternative decisions or actions after failing or receiving negative feedback and learning from that failure [responsible decision-making]	*8.27: Resilience*
9-10	Displays self-confidence in forming and sharing own opinion and ideas and questioning ideas that are different from or conflict with own	Observation Class Discussion
11-12	Displays self-confidence in own ability to take risks in learning, fail, learn from failure, and change approach, conclusions, or opinions based on new or more accurate information	Observation Class Discussion
4.2 Commitment to Act		
9-10	Identifies an authentic problem or issue, researches and shares research information to raise awareness of the issue or the changes needed, identifies effective ways to address the issue, and collaborates to advocate or take action to implement those ideas	Collaborative Assessment of Student Actions and Projects
11-12	Takes a leadership role in collaborative groups and completion of group projects by fulfilling own responsibilities effectively while enabling others to contribute their best work as well	Observation

SECTION SEVEN: A TAXONOMY OF REACTIONS TO RESEARCH

The REACTS Taxonomy will be most useful when you are planning research assignments and you would like for students to share their new understandings in authentic and engaging ways. The example products listed for every level of the taxonomy require students to think and create with their researched information, rather than simply copy or parrot back the facts.

REACTS Taxonomy

REACTS TAXONOMY

A Taxonomy of Research Reactions

Recalling	Level 1
Explaining	Level 2
Analyzing	Level 3
Challenging	Level 4
Transforming	Level 5
Synthesizing	Level 6

RECALLING – LEVEL 1

- Recalling and reporting the main facts discovered
- Making no attempt to analyze the information or reorganize it for comparison purposes

Verbs: arrange; cluster; define; find; identify; label; list; locate; match; name; recall; recount; repeat; reproduce; select; sort; state

Example Assignments:

- Select 5-10 accomplishments of the person you have researched. Produce a "Hall of Fame" (or "Hall of Shame") poster with your biographee's photocopied picture and list of accomplishments.

- After your class adopts a second- or third-grade class, write a letter to your assigned student recounting five interesting facts you discovered in your research.

- List five "Do's and Dont's" about a social issue that you have researched.

- Find facts about your subject for each category determined by the class. Contribute your facts to the "Fact File" on your class's web page.

- Select pictures from discarded magazines, make photocopied pictures, or find appropriate pictures on the Web to produce a collage or picture essay that portrays your researched subject.

- Based on your research, state five questions a television reporter might ask if he/she were preparing a feature news story on your subject. Answer the questions. (Students could work in pairs; their interviews could be videotaped.)

- Arrange words important to your research in a crossword puzzle.

- Define key words about your research subject. Embed hot links in your Web page to your definitions in a class glossary page.

Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.

EXPLAINING – LEVEL 2

- Recalling and restating, summarizing, or paraphrasing information
- Finding example, explaining events or actions
- Understanding the information well enough to be able to put it in a new context

Verbs: apply; cite; complete; convert; demonstrate; describe; document; dramatize; emulate; estimate; expand; explain; expound; express; generalize; give example; illustrate; imagine; paraphrase; portray; prepare; present; produce; propose; restate; review; search; show; solve; speculate; summarize; support; survey; translate; use

Example Assignments:

- Dramatize a particularly exciting event associated with your research in an on-the-spot report.

- Illustrate important features about your research by using clip art or a computer drawing program.

- Write and present a CNN News report about a particular event or person you researched.

- Keep a journal in which you present your reactions, thoughts, and feelings about your research.

- Show the events of your research on a map and explain the importance of each event.

- Complete each of the following statements based on your research: My research made me wish that. . . ; realize that. . . ; decide that. . . ; wonder about. . . ; see that. . . ; believe that. . . ; feel that. . . ; hope that. . . .

- Cut out newspaper or magazine ads that would have interested an historical figure you have researched. Explain their importance to the historical figure.

- Express the interests and accomplishments of an historical figure you have researched through a fictional diary mounted on your class's Web page. Portray your figure's characteristics by linking to Web sites that would have been important to your person's life and work.

- Prepare a job application or resume for a person you have researched.

- Keep an explorer's log book to express your impressions as you investigate the sights and way of life in another country through research.

Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.

ANALYZING – LEVEL 3

- Breaking a subject into its component parts (causes, effects, problems, solutions)
- Comparing one part with another

Verbs: analyze; apply; arrange; associate; break down; categorize; change; characterize; classify; compare; compile; construct; contrast; correlate; diagram; differentiate; discover; discriminate; dissect; distinguish; divide; examine; experiment; extend; group; infer; interpret; manipulate; map; modify; organize; outline; plan; question; reconstruct; relate; represent; revise; rewrite; scrutinize; select; separate; sequence; sift; simplify; solve; transplant; uncover; utilize; verify

Example Assignments:

- Create a timeline for the events which led up to the situation you researched. Correlate social, political, religious, educational, technological events.
- Transplant an event or famous person from one time period, country, or ecological system to another time or place. Explain the changes that would occur.
- Construct a carefully organized Web page to examine a social issue.
- Characterize your researched historical person in an obituary which makes clear his/her role in the conflicts of the day.
- Compare your lifestyle and neighborhood to those of people living in the time you have researched.
- Write a letter to the editor scrutinizing a local issue. Support your opinions with specific details from your research.
- Rewrite an historical event from two different points of view.
- Write a recipe for an historical event by researching, analyzing to pick out the main ingredients, and sequencing them in order with mixing instructions.
- Organize and create a travel brochure (on paper or on the Web) to attract visitors to the place or time period you have researched. Include all information that one would need to know plus fascinating details that would draw visitors.
- Use a graphic organizer to outline the main ideas of your subject visually, showing relationships between ideas and supporting points.

Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.

CHALLENGING – LEVEL 4

- Making critical judgments about subject based on internal or external standards
- (Standards may be student's own, or teacher or class may decide criteria. "I didn't like it" or "I don't believe it" are not enough)

Verbs: appraise; argue; assess; compare; criticize; debate; defend; determine; discriminate; evaluate; grade; investigate; judge; justify; modify; prioritize; rank; rate, refute; review; support; value; weigh

Example Assignments:

- Produce a critical review (of a book, movie, or play) which can be printed in a local paper or aired on local television or radio stations.

- Act as an attorney and argue to punish or acquit an historical character or a country for a crime or misdeed.

- Determine as a movie producer whether or not to make a film of an actual historical event, with justification for the decision.

- Defend your judgment that a research subject (if it is an invention, machine, or some other item or document) should be placed in a time capsule to be dug up in 100 years.

- Judge the merits of a researched subject by conducting a mock trial.

- Debate the issues of a controversial research topic with a classmate who researched the same topic.

- Evaluate the information available in print and electronic format on your topic, based on clear evaluation criteria. Compile an annotated bibliography of valuable sites and sources.

- Investigate a societal problem. Prepare a report card on the issue that assigns a grade for each proposed or attempted solution (look at the cost, feasibility, probable success, ease of implementation). Justify your grades.

- Evaluate the accuracy of an historical or teen-problem novel by comparing the "factual" information in the novel with the facts you discover through research. Refute the nonfactual information in a letter from "Dear Abby."

- Using a job evaluation form, rate a public person's performance of his/her job based on your research. Justify your ratings.

- Create an editorial cartoon about your researched subject that makes clear your judgment about the subject.

Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.

TRANSFORMING – LEVEL 5

- Bringing together more than one piece of information, forming own conclusion, and presenting that conclusion in a creative new format

Verbs: blend; build; combine; compile; compose; conclude; construct; convince; create; decide; design; develop; dramatize; elaborate; express; forecast; formulate; generate; imagine; modify; persuade; plan; predict; pretend; produce; propose; revise; speculate; structure

Example Assignments:

- Design and produce a television commercial or a whole advertising campaign that presents your research results to the class.

- Create a board game that incorporates the major conclusions you reached about your researched subject.

- Write a poem or short story that expresses your new knowledge or insight.

- Dramatize a famous historical event. The dramatization should make clear your interpretation of the event.

- Predict your reaction to your research subject as a resident of the future.

- Compose a speech that an historical person might deliver about a present-day national issue. Compose a speech that a current public person might deliver about an historical issue.

- Become a person in the historical era you have researched; elaborate from that perspective about a specific event, problem, invention, scientific theory, or political situation in a letter to someone.

- Predict what your researched person would take on a trip. Design the itinerary. Pack that person's suitcase and present each item to the class with an explanation of significance.

- Research a specific event, person, or aspect of the culture of an historical or modern era. Write and produce a segment for a morning news show on your topic.

- Pretend you are living in a particular place or historical era. Research a subject that is important to that time or place. Develop a newspaper or magazine article about that subject as though you were living there. Work with your classmates to produce the entire newspaper or magazine.

- Design a hypermedia program or a Web page about your researched subject that allows others to follow several different paths through your information.

Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.

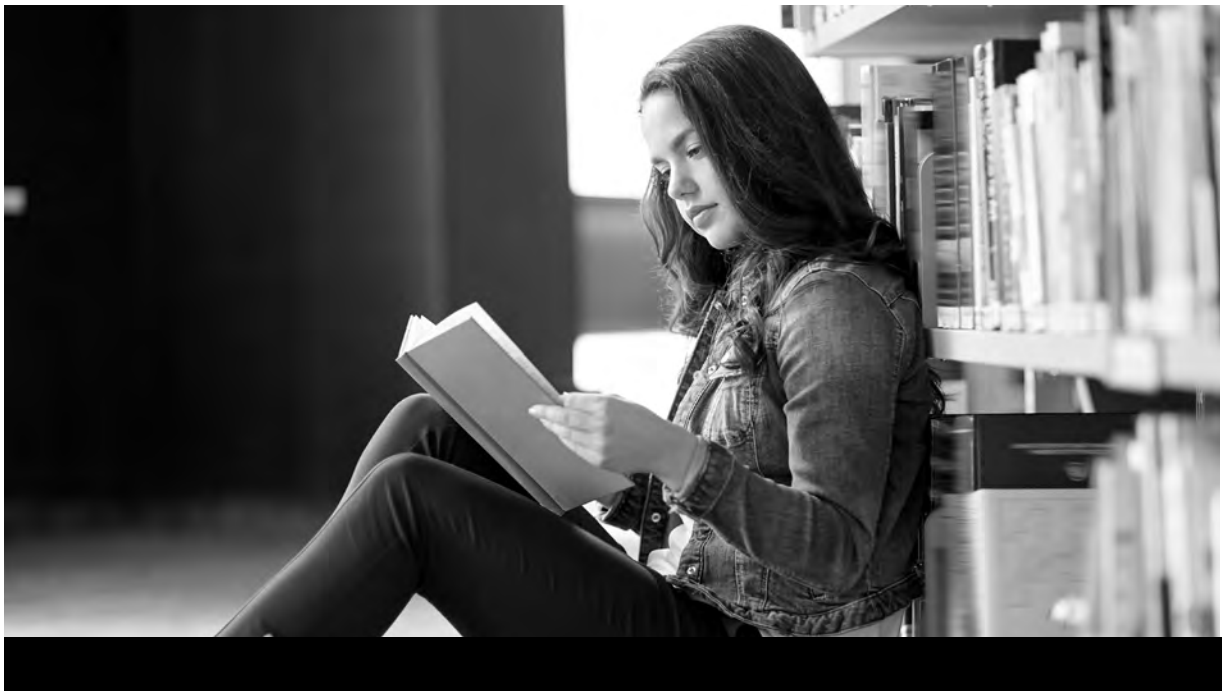
SYNTHESIZING – LEVEL 6

- Creating an entirely original product based on a new concept or theory

Verbs: build a model program; create; design; develop; devise; generate; hypothesize; invent; propose; theorize

Example Assignments:

- Develop a model program to address a social problem that you have researched.
- Invent a new animal; explain its effect on other animals and on the environment.
- Create a new country and hypothesize about the change in the balance of power in the world.
- Design a new building, machine, process, experiment based on theories developed from your research.
- Develop proposed legislation to address national, state, or local issues.
- Devise an ethical code for present-day researchers or scientists which could regulate their activities in a particular field.
- Develop a community project that addresses an issue of local concern.
- Design and carry out a science project that builds on the previous knowledge that you have discovered through research and tests a new concept or theory.



Source: Stripling, Barbara & Pitts, Judy (1988). Brainstorms and Blueprints: Teaching Research as a Thinking Process. Englewood, CO: Libraries Unlimited.